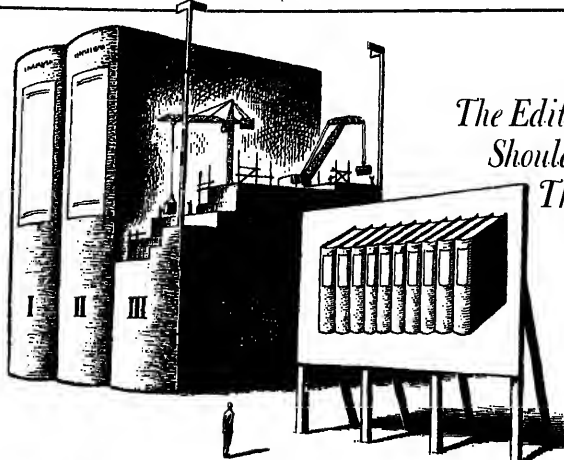


Point of View

By Ralph H. Orth



The Editors of Historical Papers Should Avoid Battered Volumes That Take Ages to Produce

IMAGINE the joy of a young doctoral candidate in history in the late 1940's when he hears that Princeton University Press will soon begin publishing a complete, definitive edition of the papers of Thomas Jefferson. All through the years of his academic career, he anticipates the volumes will flow at a steady rate, each giving him another illuminating installment of the primary writings of that important statesman. No doubt by the time he is a full professor the volumes will have reached Jefferson's Presidential years, his particular scholarly interest, and he will be able to take full advantage of them.

Fast forward to 1992. Our doctoral candidate, full of years and honors, is retired. On his shelves stand 24 volumes of the Jefferson edition, the last of which covers seven months in the year 1792, nine years before Jefferson became President and 34 years before his death. At the present pace, our friend's grandson, currently a young doctoral candidate in history, will have the Presidential papers of Jefferson available to him toward the end of his career—if all goes well.

Why do documentary editions sometimes take so long? Why do we read that they are in financial trouble, that universities, foundations, and the National Endowment for the Humanities are threatening to cut or eliminate financing for them? Is the trouble all a matter of tight budgets, philistine bureaucrats, and shifts in academic priorities, or do the editors of these projects sometimes do things wrong?

Part of the problem may be that people who work on documentary editions are, by the very nature of their jobs, perfectionists. They aim for total discovery of all relevant material; complete accuracy in manuscript transcription; full annotation of the names, dates, terms, places, and events mentioned in documents. They like cross-references, textual notes, appendices, indexes. Nothing is too small or too obscure to serve as a guide for their editorial mill. They are quintessential "trees" people, who have trouble focusing on the forest.

Let me, as someone who perfectly fits the above description, note three significant dangers that documentary editions do not always avoid.

■ The impulse for completeness not only compels editors to find every scrap of paper relevant to their historic figure, but also makes them reluctant to exclude anything. Thus a thank-you note to a casual correspondent becomes just as important as a letter recounting the death of a spouse. Any suggestion that certain categories of documents be excluded, or sum-

marized, or made available on microfilm or CD-ROM rather than in a bound book, seems like a betrayal of a figure who may have come to seem like a personal friend. Of course this problem may not arise if the person whose documents are being edited has the stature of Jefferson; a complete edition is desirable. Even if he or she is of the second rank, a complete edition is called for if very few documents survive. But what about the figure who is clearly not of the first importance, but for whom voluminous material exists? The editor will have to bite the bullet and do some rigorous selecting. After all, that is one of the definitions of "editor."

■ Over the years of research that a documentary edition requires, the editor amasses a great deal of

"Is the trouble all a matter of tight budgets, philistine bureaucrats, and shifts in academic priorities, or do the editors of these projects sometimes do things wrong?"

information about his subject's life, friends, trips, romances, triumphs, failures. A portion of this information may not be known to anyone else; how can it not be put into the edition? Why not put in everything? So arises the temptation to over-annotate. In its extreme form, as with the Jefferson edition or the letters of Mark Twain, what results is not an edition of documents but a quasi-biography, an almanac, an encyclopedia. The primary materials get lost in a sea of information; those materials seem to be included so that the editor's store of supplementary information can be published in footnotes. One might call this the sin of edition is never alone; he is always accompanied by his editor's store of supplementary information can be published in footnotes. One might call this the sin of edition is never alone; he is always accompanied by his editor's store of supplementary information can be published in footnotes.

The appropriate response to this particular danger is obvious, although not easy for the perfectionist editor to accept. The documents should be annotated with references should direct readers to sources where more extended information (say about public figures or historical events) is available. Truly new information should be presented in articles in scholarly journals; that is, after all, one of their functions. The fusion of all

this material can safely be left to the biographers and cultural historians whose task it is to interpret whatever researchers have unearthed.

■ Both of the previous practices lead to what is the most irritating aspect of many documentary editions, their glacial pace. Not only does an edition that takes, say, 40 years to produce cost thousands of dollars during each of those years, but also—and here we come to the heart of the matter—contemporary scholars, like our hypothetical expert on Jefferson, will never be able to use the documents in the course of their careers. They will never know what insights they might have gained from them. Everybody is the loser: the figure whose papers are being presented, about whom erudite ideas may persist; the scholar, who is denied the possibility of new interpretations; and the public, which is, after all, the ultimate beneficiary of all these editions.

OCASIONALLY, small end runs are made successfully around these sluggish megaprojects. One recent example is the publication by the University of Georgia Press of Mark Twain's "Angelfish" correspondence, that is, his playful letters to a number of adolescent girls in the last years of his life. These letters, which are only lightly annotated, are not especially important, to be sure, but anyone who wants to read them in the fully annotated Mark Twain edition is going to have to wait until the middle of the 21st century. Is it better to have access to them now or should we wait (and many of us won't be able to) until then?

I don't want to leave the impression that documentary editions are by nature too big and too slow. Many editors do their job and then fold their tents. The editors of the Alexander Hamilton papers produced 21 volumes in 27 years and are finished. The six volumes of the letters and journals of James Fenimore Cooper took only nine years to appear, and five volumes (of a projected six) of the letters of Margaret Fuller appeared in six years. The Ralph Waldo Emerson Journals, of which I was chief editor for the last three volumes, produced 16 volumes in 23 years. Remarkably, editors of the Woodrow Wilson edition produce more than two volumes a year; in 26 years they have produced 20 volumes, and the end is in sight. Some of these editions are selective; all of them are only moderately annotated; and all are available on library shelves now to anyone who wants to consult them.

Documentary editions are vital if we are to learn about our shared past, and consequently they deserve administrative and financial support, from both public and private sources. But, in return, editors must operate in the real world. They need to remember that time and money are not infinite, and they must resist the temptation to produce "imperial" editions: bloated volumes whose publication is stretched out over decades or even generations. That's a sentiment that the eminently sensible and democratic Jefferson would surely have appreciated.

Ralph H. Orth is professor of English at the University of Vermont.

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An administrator, on why teaching and research are incompatible: A40

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A professor, on how the system failed to serve her gifted son: B3

"There's, like, peer pressure to get a mountain bike."
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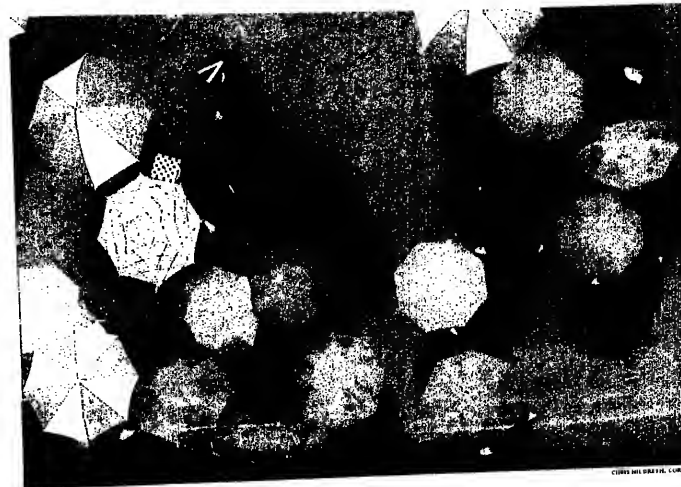
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A Rainy Commencement at Cornell University

U.S. Universities Lure Many Renowned Physicists and Mathematicians From Former Soviet Union

But the rush to exploit a previously untapped source of talent has not been without problems

By KIM A. McDONALD
MINNEAPOLIS

Marvin L. Minschik had a problem—an enviable one, perhaps, for a university administrator. As head of the School of Physics and Astronomy at the University of Minnesota here, he was given a \$2-million endowment, with which he planned to create a theoretical-physics institute.

But when he tried for two years to hire the institute's first "superstar"—a top-notch theorist who could attract other leading researchers to the faculty—all of his American prospects turned him down.

Minnesota was either too isolated, too cold, or simply not prestigious enough for them.

So Mr. Marshak and the institute's director, Larry McLaughlin, turned to the former Soviet Union.

Rare Opportunity

It proved to be a smart move. The relaxation of restrictions on emigration from Russia, the country's crumbling economy, and the lack of financial support for scientists there provided a rare opportunity to recruit leading Russian researchers.

Within a year, Mr. Marshak and Mr. McLaughlin were able to fill five of the six permanent positions at the institute with noteworthy Russian theorists—scientists who have catapulted Minnesota, with un-

usual speed, into an internationally recognized center for theoretical physics.

Other American universities have moved with equal vigor to take advantage of similar opportunities. Michigan State, Pennsylvania State, Princeton, Rutgers, and Yale Universities, and the Massachusetts Institute of Technology, just to name a few, have all lured renowned Russian scientists and mathematicians to their faculties.

Most of the hotly recruited scholars are in theoretical physics and fundamental mathematics, disciplines in which the former Soviet Union has long been a world leader and which are now being greatly enhanced at U.S. universities.

"They are the crème de la crème," says Robert L. Jaffe, a professor of physics at MIT, of the Russian scientists.

Indeed, some U.S. academics think the current wave of Russian émigrés can much transform American universities in much the same way as did the flood of first-rate German scientists who fled U.S. physics departments during World War II. "It is certainly a wave," says Robert L. Wilson, chairman of the mathematics department at Rutgers, which has five Russian mathematicians on its faculty this year. "The numbers are substantial."

Mathematics departments at universities around the country, Mr. Wilson says, "have picked up a number of the world's greatest mathematicians, people who you don't expect would be movable. Suddenly a lot of these people are available."

For physics departments, says Minnesota's Mr. Marshak, the Russian emigration

Continued on Page A33

Some Colleges Thrive Despite the Recession

Officials at four private institutions that have not fallen victim to hard times cite a common reason: conservative management. "We did not build a powerful, complicated, administrative superstructure, so we don't have to undo it," says the president of Connecticut College, Claire L. Gaudin (left).

STORIES ON PAGE A28-29

TOO MUCH FREUD?



When your students are showing more id than ego, it's a good idea to have cable TV in your residence halls. Because cable offers more than just entertainment. It provides a real escape from school pressure.

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June 3, 1992

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MARGINALIA

item in the faculty-development newsletter at Western Illinois University.

"Oni Treisman, Director of the Charles A. Dana Center at the University of California-Berkeley and a Professor at the University of Texas at Austin, when at work for a workshop with administrators, faculty, and staff concerned about strengthening students' performance in mathematics and math related programs, identified clarity in defining one's clientele as a critical factor in successful program implementation."

Doesn't clarity begin at home?

Notice in *This Week at GC*, a newsletter at Georgia College:

"Temporary faculty who need to borrow a camp and gown . . . and faculty who need to purchase regalia should come by the Bookstore today."

We'll just need a tent, thanks.

Notice from the Institute of International Education:

"In addition to the photographs required with the PAF application, four passport size photographs are required for the placement process in German institutions. Therefore, we ask that you mail these photos to us immediately."

"To avoid errors, please write your name and country on the back of each photo."

"Thank you."

You're welcome.

President's message in *Strophes*, a newsletter of the National Federation of State Poetry Societies:

"I hope that each of you can attend the NFPSS convention in Birmingham, Alabama. The excitement of being in a room full of poets is an exhilarating experience."

"We'll have to take your word for it."

Communication from the national office of Sigma Alpha Epsilon:

SIGMA ALPHA EPSILON

HETS SERIOUS ABOUT ACADEMICITY
"The purpose of attending college is to get an education and Sigma Alpha Epsilon is getting serious about scholarship."

"Noah Leale DeVoe was the top scholar at the University of Alabama and Valedictorian of his graduating class at the time he boarded SAE. Each of the founders were scholars in classical Greek, French, Latin, philosophy, chemistry and other subjects. They would write to point on academic subjects and then discuss them during meetings. . . ."

"We have already received many questions from you concerning how this new GPA requirement will affect the fraternity."

Not much, evidently. —C.G.

In Brief

Honor society rejects membership bid

SALT LAKE CITY—Citing questions about academic freedom, Phi Beta Kappa has again rejected Brigham Young University's application to become a member of the national liberal-arts honor society.

It was the institution's third unsuccessful membership bid.

Explaining their decision, officials of Phi Beta Kappa cited as part of the university's mission statement:

"Any education is inadequate if it does not emphasize that His [Jesus Christ's] is the only name given under heaven whereby mankind can be saved."

Says Douglas W. Ford, secretary of Phi Beta Kappa: "That's a limitation on academic freedom. What Phi Beta Kappa is about is the quest of excellence and open-ended inquiry." A spokesman for BYU said the Christian perspective does not limit student learning.

University pays professor \$1-million to settle suit

TAMPA, FLA.—The University of South Florida has agreed to pay a faculty member nearly \$1-million to settle a two-year-old lawsuit the professor filed after he had twice been fired as head of the orthopedics department.

In return, the professor, Phillip G. Spiegel, agreed to leave the university this month.

In the suit, Dr. Spiegel claimed that his firing had been due to his opposition to a medical-school growth plan and had violated his rights of free speech and due process. The university denied the claims.

Thirteen orthopedics professors quit after Dr. Spiegel was first fired in 1988, gutting the program, which has become part of the surgery department.

Professor pedals miles for his department

TUSCALOOSA, ALA.—A professor of political science at the University of Alabama bicycled 100 miles to raise money for his financially strapped department.

The professor, Harvey P. Kline (in helmet), and Ginn P. Knight, a recent graduate, took more than nine hours to complete the ride and raised \$800. About 50 students, administrators, and business leaders pledged money to help the department recover from mandatory state budget cuts.



Student vehicles compete on land and in water

COOKVILLE, TENN.—Teams of mechanical-engineering students from 32 universities competed last month to design and build the best all-terrain vehicle. A team from the University of

Florida won the 1992 Mini-Baja East Competition, which was held at Tennessee Technological University.

The amphibious vehicles were subjected to three days of tests,

including a two-hour endurance race (above). The competition was sponsored by the Society of Automotive Engineers and by Briggs & Stratton, a producer of small gas engines.

Students end takeover of Bennington College

BENNINGTON, VT.—A group of Bennington College students last week ended a seven-day takeover of the president's office during which they protested the institution's plans to cut faculty positions.

Approximately 80 students had taken over the administration of the college, complaining that mismanagement had led to the \$1.5-million deficit that is forcing the college to reduce the size of its 85-member faculty by the equivalent of eight full-time positions. The college will lay off professors to make the reductions.

Most of the students left the offices after a day, but about 15 stayed in the president's office for a week. The president, Elizabeth Coleman, and members of her



staff moved temporarily to other offices. A college spokeswoman said the protest had not changed the institution's plans to make the faculty cuts, which she said were

"painful but necessary." After the cuts, which are planned for academic 1993-94, the student-faculty ratio will change from six to one to eight to one.

Researchers join to establish Institute

STATEN IS., N.Y.—Three of Long Island's major research institutions have joined forces in an effort to accelerate the flow of technology to industry and to contribute to Long Island's economic development.

Cold Spring Harbor Laboratory, the State University of New York at Stony Brook, and Associated Universities—the monogamous corporation of Brookhaven National Laboratory—have come together to create the Long Island

Research Institute, which will be located here. The non-profit corporation will focus on the commercial potential of new technologies that are developed in the institutions' laboratories.

Correction

A story about a survey of the number of doctoral recipients in 1991 (*The Chronicle*, May 13) incorrectly reported that all minority-group members had made gains from the previous year. The number of Hispanics earning Ph.D.'s declined from 718 in 1990 to 708 last year.

At college dismisses outspoken professors

SAVANNAH, GA.—The Savannah College of Art and Design has dismissed the chairman of its new faculty senate along with at least eight other faculty members who were critical of the college administration.

"If you speak up you'll lose your job. There will be repercussions," said David Stout, a professor of video at the 13-year-old private college, who was notified days before the semester ended that he would not be rehired for next year. He is one of a group of professors who established a faculty senate and urged the administration to guarantee more job security for faculty members.

The 2,200-student college was founded and is run by President Richard G. Rowan and his wife, his former, who serves as president. These other extended-family members are senior administrators. The college's 110 full-time faculty members are hired on one-year contracts and can be dismissed without explanation. The college has no tenure system.

Pamela Affit, director of communications, said professors are offered contracts based on their student and faculty reviews, as well as classroom observations. "I wouldn't say they've been fired," said Ms. Affit. "They've finished out their contracts."

The American Association of University Professors has begun reviewing academic freedom and hiring practices at the college.

Former aid officer faces charges on bogus loans

JACKSONVILLE, FLA.—A former financial-aid officer at Edward Waters College and five others have been indicted on charges that they falsified information to obtain \$30,000 in student loans.

Annette Wheeler, the former aid officer, was indicted last month for approving the phony loans in the fall of 1990. She allegedly approved loans for her sister, her former husband, and three of her friends, all of whom had posed as students to get the money. Ms. Wheeler was fired in 1991 after the college became suspicious.

University organ fully renovated after 30 years

QUINCYVILLE, ILL.—After nearly 30 years of repairs, the University of Illinois at Quincyville is playing music sweeter than ever.

In 1925, the campus bought the organ—believed to be one of the largest in the South—for \$30,000. Years later, it fell into disrepair and was virtually ignored until the

1960's. Since then, the organ has undergone three renovations, at a cost of more than \$300,000. Campus officials said they wanted the repairs to be made gradually, partly because they didn't have the money to pay for the project all at once. The organ is now located in the university's auditorium.



PORTRAIT

The History, Routine, and Terror of a Prison System



Burk Foster, right, says the two convicts who worked with him—Ron Wilberg, left, and Wilbert Rideo—are "highly knowledgeable in their fields and both excellent journalists."

By KATHERINE S. MANGAN
When Burk Foster, a police officer turned criminal-justice professor, decided to compile a textbook on the Louisiana corrections system, he joined forces with some unlikely co-editors—two men serving life sentences for murder.

The result is a book that offers students at the University of Southwestern Louisiana a first-hand, often chilling account of life in a state penitentiary. Mr. Foster's co-editors were writing from experience: between them, they had spent 54 years behind bars.

Separated by 150 miles and seven locked gates, Mr. Burk and the two prisoners had to overcome many logistical hurdles to create a book they hope will improve students' understanding of prisons and the people detained there.

"If the people on the outside are ever going to understand the people who are inside, there has to be a dialogue," says Ron Wilberg, one of the prisoners who edited the textbook and who last month won parole from the Louisiana State Penitentiary.

Mr. Wilberg and Wilbert Rideo were given life sentences at the Louisiana State Penitentiary at Angola. There they became co-authors of *The Angolite*, an underground prison magazine that has won awards for its hard-hitting articles on prison life and prison reform.

"The Cop and 2 Crooks"

The textbook, *The Wall Is Strong: Corrections in Louisiana*, published by the university's Center for Louisiana Studies, is a compilation of articles on the Louisiana prison system. The three men wrote about two-thirds of the articles in the book; the rest were excerpted from newspapers and other publications. The three conferred monthly by mail, speaking on the telephone in the final weeks of the project. The prisoners jokingly re-

fer to the book's unlikely editorial team as "the cop and two crooks."

Mr. Foster spent five years as a police officer in Oklahoma before becoming a criminal-justice instructor at Western Oklahoma State College, and later a professor of the University of Southwestern Louisiana. He says he asked the convicts to work with him on the text because they are "highly knowledgeable in their fields and both excellent journalists."

Permitted to Travel

"Both of them, even though they had been in prison for many years, had positive outlooks and were interested in using their work to reach people and inform them about conditions in prison," Mr. Foster says.

Speaking to Mr. Wilberg and Mr. Rideo today, it is hard to recall the pleasant, articulate voices on the telephone with the violent crimes that sent them to prison. Mr. Rideo was 19 when he shot three people, killing one, during a bank robbery. Now 50, he spent 11 years on death row before his sentence was commuted to life in prison. Mr. Wilberg, now 48, was 22 when he fatally shot a storekeeper during a botched armed robbery attempt. Mr. Wilberg expects to be released within the next few weeks and hopes to work eventually as a paralegal in Lafayette, La.

Both say that writing has given them a purpose, as well as an escape from the mind-numbing routine of prison life. In addition to editing *The Angolite*, Mr. Rideo and Mr. Wilberg have been permitted to travel with a guard to speak to campus and civic groups.

"I've found them just as pleasant and as serious in their intentions as anyone you would work with on the outside world," Mr. Foster says.

"They continually challenge the

stereotypes that people have about prisons as well as the people living in them, by showing that there is good in those people as well as the bad that put them there in the first place."

As they discuss their textbook, the three men sound almost like colleagues from different universities. The Louisiana prison has an extensive library that allowed Mr. Wilberg and Mr. Rideo to keep up with the latest scholarly writings on corrections issues.

'A Mutual Admiration Society'

"I think what we had was a mutual admiration society," Mr. Wilberg says. "Professor Foster has written some very progressive papers concerning criminal justice, and I like to think we have written some pretty progressive materials ourselves, and at one point our materials crossed each other's desks."

The first part of the textbook traces the history of the state's corrections system, focusing on the prison at Angola. The second part focuses on the routine of convict life in a state penitentiary, covering such topics as sexual assault, AIDS, growing old in prison, and prison jobs. The last section addresses alternatives to incarceration, including work-release programs and halfway houses.

The anger and hopelessness experienced by long-time prisoners is revealed in raw accounts of prison life, including graphic portrayals of sexual violence.

In one article Mr. Rideo, who currently is ineligible for parole, says he has no intention of backing off.

"There's something morally wrong with asking someone who's done a sin against society to sit back and not do anything to atone for their crimes," he says. "We do it largely for ourselves because we have to live with ourselves. It's a redemptive effort on our part."

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More damaging information has come to light about Paul de Man, the Yale University scholar who, before his death in 1983, was a leading proponent of deconstructionist literary theory. It was revealed in 1987 that, during World War II, de Man wrote some 200 articles for Nazi-controlled newspapers in his native Belgium. Many critics considered the news to be evidence-by-extension of the moral bankruptcy of deconstruction.

Now, in an article in the May 24 *New York Times Book Review*, David Lehman, the author of *Signs of the Times: Deconstruction and the Fall of Paul de Man*, published last year, has provided further ammunition for those critics.

Glenn Feldman, a correspondent among de Man's friends and colleagues concerning his tenure on the faculty at Bard College, from 1949 to 1951. During that time, according to the letters, de Man married a student advisee while he was still married to his first wife; effectively abandoned his wife and their three sons by failing to make support payments; moved on several months' rent on a house he was living in while at Bard; and stole books and other items from the house when he left it.

Thomas Hamacher, one of the stars of a 1989 collection of scholars' responses to de Man's *Selected Journalism*, said de Man's second marriage and divorce were harm to scholars, but other allegations would probably be new to most. Mr. Hamacher, professor of German and the humanities at the Johns Hopkins University, added that he did not consider the new charges a further critique of deconstruction. The influence of de Man and related theories extends well beyond de Man, he said, and is so strong that no serious scholar can claim to have escaped it.

"It would be an act of dishonesty to make such a claim," he said.

Scientists at the University of Maryland, after 20 years' work, believe they have developed a "vaccine" for polio.

The researchers have developed a molecular variation of urushiol, the oil in poison ivy, oak, and sumac. When the new version of the oil, developed at the university's Research Institute of Pharmaceutical Sciences, is injected into guinea pigs, their skin shows fewer symptoms of poison-ivy exposure than does that of animals not injected with the oil.

Just as vaccines prepare the immune system for future invasions of infectious microorganisms, the new oil prepares the body for future encounters with the more dangerous chemical contained in some plants, the researchers say.

The University of Mississippi has patented the drug in the United States, Canada, and Japan. The university has licensed further testing and marketing of the drug to Shire Laboratories, a company based in Coral Gables, Fla., which will test the drug in humans.

Scholarship



Immigrant communities often retain close ties to their homelands. Above, Haitian dancers in Oakland, Cal., support Katherine Dunham's fast to protest the treatment of Haitian refugees.

Worldwide 'Diaspora' of Peoples Poses New Challenges for Scholars

Researchers seek to explain dramatic new patterns of migration and cultural identity

By SCOTT HELLER

People are on the move all over the world, and scholars are catching up with dramatic new patterns of migration, settlement, and cultural identity.

At worst, the shifts result in ethnic tensions or outright warfare. In other places, they lead to blended cultures, though not always to assimilation.

National boundaries and the very idea of who makes up a nation are being challenged, according to scholars who study phenomena such as these:

■ The ousted president of Haiti appeals to immigrants in New York City to pressure the American government to condemn his overthrow. Some 60,000 rally in his behalf.

■ Iranian exiles in Los Angeles produce more than 15 hours of Persian-language television programming a week. Two 24-hour radio channels cater to an Iranian community thought to be as large as 800,000.

■ Peru elects the son of Japanese immigrants, Alberto Fujimori, as its president, giving a public face to the Asian community in Central and South America.

■ A surge of North African immigrants to France touches off debate about the nature of French society and galvanizes the

right-wing National Front political party against them.

Scholars have begun to consider how "diaspora" communities reshape nations. Diaspora is the word first applied to the experiences of Jews, and later to Armenians, who were forcibly exiled from their homelands. Recently, scholars have expanded the definition to include groups who, sometimes by choice, have moved from one part of the world to another, even if they don't intend to move back.

"More people are in some sense where they do not belong than ever before," says Arjun Appadurai, professor of anthropology at the University of Pennsylvania. "But even those who have not moved are in some sense in greater contact with those who have."

A Two-Way Movement

Big-city life in the United States, with its ethnic restaurants and festivals, has long been marked by the cultural contributions of immigrant groups. A Saturday night's of immigrant groups might include tickets to a Spanish guitar concert, pasta at an Italian restaurant, and dancing to Caribbean music at a nightclub.

But the changes now reach into the heartland, defining—sometimes uncon-

sciously—a new America, one that is not necessarily a melting pot, but that hasn't yet come to terms with its new identity. Salsa outsells kebab in American supermarkets. McDonald's introduces fajitas. A dancing crab sings reggae ditties in the Disney cartoon *The Little Mermaid*.

The movement is not one-way. Overseas, American popular culture dominates the cinema and television screens. And the influence isn't merely a matter of style or entertainment. Democracy movements in China and Eastern Europe have been affected by images from American television.

Non-European and non-white immigrant groups are changing the face of the United States and Europe. They won't or can't easily assimilate. They are committed instead to retaining their cultures and, often, close ties to home—what one scholar describes as "bi-national citizenship."

Global Ethnoscapes

They have also grown more vocal about exercising, from afar, political influence in their homelands, whether those be Haiti, South Africa, or Cuba.

The shifts pose a challenge for Mr. Appadurai and other anthropologists, who are

Continued on Following Page

Scholars Seek to Explain Global Movement of Peoples

Continued From Preceding Page
 to studying specific places or communities. No longer can an anthropologist study a Mexican village in itself if its members shuttle back and forth to northern California, for example. They also study the cultural forms—including television and music—that travel and are crucial to maintaining community solidarity.

In an influential essay, Mr. Appadurai says scholars need to study "the landscape of persons who make up the shifting world in which we live: tourists, immigrants, refugees, exiles, guest workers, and other moving groups and persons constitute an essential feature of

the world and appear to affect the politics of nations between nations to a hitherto unprecedented degree."

His term of choice: "global ethnoscapes." Other scholars are developing theories of "transnational identity."

Crossing Borders

Mr. Appadurai and Carol A. Breckenridge, who teaches in the history department at Penn, edit and publish *Public Culture*, a journal that explores the flow of culture across national borders.

The spring 1992 issue includes an article on sociological humor in postcolonial Africa and several pieces on the imagery of the Per-

sin Gulf war, including Algerian cartoons and the CNN television coverage.

Diapora—subtitled "a journal of transnational studies"—made its appearance last year and was voted best new journal by the Council of Editors of Learned Journals. Published by Oxford University Press, the journal is edited by Khachig Tölölyan, co-chairman of the English department at Wesleyan University.

Scholarly interest is high. Mr. Tölölyan says, because "imagining heterogeneity is on everyone's agenda."

Current debates about the literary canon, for example, are part of

an effort to redefine what is "American" culture, and how the contributions of non-Western immigrants fit. Some scholars are

"Tourists, immigrants, refugees, exiles, guest workers, and other moving groups . . . constitute an essential feature of the world."

worried about the fallout—what Arthur M. Schlesinger, Jr., calls "the disuniting of America" in his recent book by that name. Elsewhere the stakes are high-

er. "From Bosnia to Azerbaijan, wars are being waged to redraw national states," Mr. Tölölyan says. Mr. Tölölyan describes himself as an "activist Armenian intellectual in diaspora." He grew up in Syria, Egypt, and Lebanon and now teaches and studies for a Ph.D. at New York University. He writes for a Paris, but has never been to America.

Mr. Appadurai's path is similar. He was born and raised in Bombay, did undergraduate work in Boston, and is now co-director of Penn's Center for Transnational Cultural Studies, along with Ms. Breckenridge, his wife. (His moves aren't over; this fall he will take over as director of the University of Chicago's Institute for the Humanities.)

Influenced by American books and film, he jokes that he arrived in this country with an "imagined America" already in his head. "When I came here I used to say, 'This is America as I remember it,'" he says.

Intellectuals and writers in diaspora have had a relatively high profile. But much of the new scholarly work seeks to reclaim the lives and experiences of people hidden from history and popular view.

Overseas Chinese

The legal, political, and economic status of the 30 million Chinese people who live outside China and Taiwan will be discussed in an international conference this November, under the auspices of the University of California at Berkeley.

Chinese in diaspora live in 130 countries on six continents, according to L. Ling-chi Wang, chairman of ethnic studies at Berkeley. "The vast majority of the Chinese in diaspora have long abandoned their pre-World War II sojourner mentality," Mr. Wang says.

"They have successfully planted roots as a racial minority."

In the United States they have created books and films that explore their hybrid identities: people increasingly popular in multicultural university syllabi. "People like Amy Tan and Maxine Hong Kingston have used their Chinese roots to create literature that is uniquely American yet also Chinese," Mr. Wang says.

Evelyn Hu-DeHart, professor of history at the University of Colorado at Boulder, studies Asians in Central and South America. Between 1847 and 1874 as many as 225,000 Chinese coolies were sent to Cuba and Peru. In Cuba, they worked alongside African slaves at plantation laborers.

Japanese immigrants settled mainly in Brazil and Peru, becoming independent farmers relatively quickly. Today, nearly a million people of Japanese descent live in Brazil, making it the largest Japanese community outside Japan.

Different Patterns

Late 20th-century migration patterns are markedly different from earlier waves, says Mr. Tölölyan, and therefore require concepts like "transnationalism" to be understood.

The emergence of a global cap-

Scholarship

Scholarship

ital economy means the dispersal of jobs and wealth. "You've got a borderless, country-free capitalism," Mr. Tölölyan says. "You've got a population responding to that," says Constance R. Sata, a professor of anthropology at New York University. New communications technologies make the world smaller and give people—and their cultures—everywhere back and forth, whether by airplane or facsimile machine or satellite.

Flow and Flux

As a result, the new scholarship assesses diversity, hybridity, flow, and flux. "Here" and "there" are no longer opposites. Take the cases of Haiti and Iran. Haitian immigrants in the United States stay close to home, accord-

"You cannot run a complex society . . . without some degree of homogeneity. But we don't all need to be Nebraskans to make America work."

ing Nina Glick Schiller, assistant professor of anthropology at the University of New Hampshire. They often send money back, and sometimes their children are raised abroad.

How unusual is the fact that the case of Haiti itself has been identified as going beyond the boundaries of the island. At its inauguration in 1991, President Jean-Bertrand Aristide announced that Haitian living in diaspora were the "6th department," and remained part of the Haitian nation-state.

No matter what the legal citizenship of people, the Haitian government was there to represent them," Ms. Schiller says. When Aristide was overthrown, this 10th department became a major source of continuing protest in his behalf.

Transnational Identity

Ms. Schiller and two colleagues—Linda Busch of Manhattan College and Cristina Szanton of

Columbia University—have two books forthcoming in which they lay out a theory of transnational identity and discuss the experiences of Filipinos, Grenadians, and Haitians in New York City.

On the West Coast sits another American city, dubbed "Trun-gles" by the editors of a forthcoming book. Several hundred thousand Iranians have resided in Los Angeles since the Islamic revolution of 1978. Though dispersed throughout the city, they maintain community ties through television and radio programs produced there, not imported from overseas.

Early on, the programs were bitterly critical of the Islamic government and in favor of a return to the monarchy, according to Hamid Naficy, who studies the popular culture of Iranian exiles. "But as they began unpacking their suitcases and they settled roots here, gradually the most highly partisan programs disappeared," says Mr. Naficy, a visiting assistant professor of film and television at the University of California at Los Angeles.

Instead, the programs include as many as 45 minutes of commercials on home. Consumerism relieves the loneliness and losses of exile, says Mr. Naficy. "The answer is call this lawyer, call this beauty shop, use these chandeliers, call this beauty-building shop," he says.

Questions of Loyalty

How Western nations adjust to the presence of people who identify elsewhere is still up in the air. Questions of divided loyalty and hostility toward immigrant groups—whether the Hukims in Florida or Koreans in Los Angeles—are facts of American life at the moment.

"Especially at moments of crisis, this scapegoating of racialized distinguished groups will be very high," Mr. Tölölyan predicts. "It's a blunt challenge we must pose: accepting that we are irretrievably heterogeneous."

"You cannot run a complex society like this one without some degree of homogeneity," Mr. Tölölyan adds. "But we don't all need to be Nebraskans to make America work."

Recent Books on Transnationalism and Diaspora Communities

Following are recent and forthcoming books that deal with transnationalism and diaspora communities:

The African Diaspora in India: Reframing and Postcolonial Impoverishment, by Ruth Simms Hamilton and Vandana Kohli (Westview Press, forthcoming).

Striding Cultures: Black Women Writers in Africa and the Diaspora, by Gay Wilentz (Indiana University Press, 1992).

Caribbean Life in New York City: Sociocultural Dimensions, edited by Constance R. Sutton and Elsa M. Chinnay (The Center for Migration Studies of New York Inc., 1987, reprinted 1992).

Exile, Diaspora and the Indian Popular Culture and Television in America, by Hamid Naficy (University of Minnesota Press, forthcoming).

The Frontier of Loyalty: Political Exiles in the Age of the Nation-State, by Yossi Shain (Wesleyan University Press, 1989).

Government in Exile in Contemporary World Politics, edited by Yossi Shain (Routledge, 1991).

Immigrants: Immense in Los Angeles, edited by Jonathan Friedlander and Ron Kelley (University of California Press, forthcoming).

Moonrings and Mataphors: Figures of Culture and Gender in Black Women's Literature, by Karla F. C. Holloway (Rutgers University Press, 1992).

Reassembling Anthropology: Working in the Present, edited by Richard G. Fox (School of American Research Press, 1991).

Towards a Transnational Perspective on Migration: Race, Class, Ethnicity, and Nationalism Reconsidered, edited by Nina Glick Schiller, Linda Basch, and Cristina Szanton (New York Academy of Sciences, forthcoming).

The Transnationalization of Migration: New Perspectives on Ethnicity, Race, and Nationalism, edited by Linda Basch, Nina Glick Schiller, and Cristina Szanton (Gordon and Breach Publishers, forthcoming).

PRIZES

1992 AWARDS FOR Research and Studies of the Repercussions of the Iraqi Invasion of Kuwait

Kuwait Foundation for the Advancement of Sciences has institutionalized a Prize for Research and Studies of the repercussions of the Iraqi invasion of Kuwait, to recognize distinguished accomplishments in the Arts, Humanities, and Sciences. The Foundation in establishing this prize is fulfilling its objectives in encouraging scientists and researchers to participate in studies of the effects and repercussions of the Iraqi invasion of Kuwait and its aftermath.

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- Nominations and five copies of the scientific research, and any inquiry concerning the prizes, should be addressed before October 31, 1992, to:

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African Diaspora Studies: Reconceptualizing Experiences of Blacks Worldwide

African diaspora studies is the increasingly popular scholarly approach to understanding the experiences of blacks worldwide.

Scholars study black culture as it moves from Africa to Europe, to the United States, to the Caribbean, as well as to countries with a smaller presence.

Researchers are responding to a phenomenon that goes back to the early 20th century, and flourishes again today—blacks identifying themselves as hyphenated citizens: African-American, Afro-Caribbean, Black British.

"They're also challenging a earlier, area-studies methodology that minimizes the exchange of cultures across national boundaries."

"It's an increasing trend to think more broadly and expansively about what Africa means—Africa as a state of mind more than a place on the map," says M. Priscilla Stone, program director in African studies for the Social Science Research Council. The council is co-sponsor of a meeting on the social sciences and the "re-invention of Africa," being held at the University of Michigan this week.

"For a younger generation, African studies is linked to a State Department-sanctioned approach," says Monisha Diawara, professor of English at the University of Pennsylvania. "People still look at Africa as a problem. They don't look at Africa as a people living in a culture in a system of uneven economic development."

A Mix of Experiences

Like other influential scholars—V. Y. Mudimbe of Duke University and K. Anthony Appiah of Harvard University, for example—Mr. Diawara was born in Africa, was educated in Europe, and teaches in the United States. He brings to his scholarship the mix of his experiences. In a recent article in the journal *Callaloo* he describes how the game of cricket as played in the West Indies redefines notions of "Englishness" and "blackness."

He and others draw on the writings of cultural theorists like Stuart Hall, Paul Gilroy, and C. L. R. James.

Mr. Diawara is moving to New York University to create an African-studies department, which will include offerings in African studies, Afro-American studies, and Caribbean studies.



Scholars are tracking the movement of black African culture around the globe. Above, a Caribbean Day parade in New York City.

The Ford Foundation has provided \$300,000 to the University of California at Berkeley to make the African diaspora central to the offerings in its department of African-American studies, including a Ph.D. program now being developed. The money will help support interdisciplinary research projects, as well. A political sociologist and a literary scholar, for example, will examine how West Indian migrants adapt to American society and survive in it.

In literary studies, the explosion of interest in Afro-American writers has broadened to take in the work of blacks writing in Africa and the Caribbean.

Guy Wilentz, an assistant professor of English at East Carolina University, traces connections between the writings of African and African-American women in *Binding Cultures: Black Women Writers in Africa and the Diaspora* (Indiana University Press, 1992).

Karla F. C. Holloway, professor of English at North Carolina State University, analyzes how similar metaphors and language appear in writings by black women in West Africa and the United States. "I look for the continuities of the tradition," she says, pointing to the "ancestral figure" and the "god-

dess," which play similar roles in the writings. Her new book is *Moonrings and Mataphors: Figures of Culture and Gender in Black Women's Literature* (Rutgers University Press, 1992).

Studying the diaspora helps foster research that is both interdisciplinary and comparative, says Earl Lewis, associate professor of history at the University of Michigan and director of the Center for Afroamerican and African Studies. Until recently, historians have focused on slavery in comparative perspective. He and other Michigan scholars are starting to study how black experience is tied up with development and changes in global capitalism.

Project at Michigan State

In studying American industrialization, says Mr. Lewis, "I would ask questions about what was going on in the South."

"But I never asked what was going on for Chicanos at the same time, or for Barbadians who moved to New York."

Michigan State University is home to the African Diaspora Research Project, in which graduate and postdoctoral students study the experiences of peoples of Afri-

can descent in such places as India and Panama.

Before West Africans were forcibly transported as slaves to North America, African merchants, traders, and a handful of mercenary soldiers ventured to India. Between 10,000 and 15,000 Africans now live there, says Vandana Kohli, an assistant professor of sociology at California State University at Bakersfield. She is writing a book on the subject, along with Ruth Simms Hamilton, a sociologist who heads Michigan State's diaspora project.

"It appears to be an assimilated group, at first glance," Ms. Kohli says of the Afro-Indian community. "They dress in the local clothes and speak the local language. And some Hindu festivals." But in Gujarat, an Indian state, people of African descent have a dance that is done nowhere else in India, which features elements reminiscent of African dance.

Generally, the Afro-Indians are not well treated in the country. National policies that are somewhat reparative, says Ms. Kohli, says, but in practice its members are rarely able to get necessary help.

—SCOTT HELLER



Robin Appadurai, with Carol Breckenridge: "More people are in some sense where they do not belong than ever before."

Professor Says He Has Been Cleared of Distorting Data

By DAVID L. WHEELER

A University of Pittsburgh psychology professor known for his research on the harmful effects of exposure to lead says a university panel has unanimously cleared him of a charge of scientific misconduct.

The professor, Herbert L. Needleman, says the university committee found no merit in an allegation that he had unfairly manipulated data in a landmark 1979 study of the effect of low levels of lead on children's intelligence.

Dr. Needleman says that the dean of the medical school has not yet approved the panel's report and that he has been told by the university not to discuss it further. University administrators declined to comment on the report.

The case has attracted the attention of other scientists because Dr. Needleman's research led to federal laws that attempt to limit children's exposure to lead, and because Dr. Needleman chose to fight the misconduct charge in public. His dispute with his university was aired in a public hearing in the university this year (*The Chronicle*, April 20).

Even if Dr. Needleman is formally cleared by the administration, the dispute over his research

may not end. The Office of Scientific Integrity at the National Institutes of Health reviews all the findings of university misconduct investigations and can ask universities to reopen investigations. Or it can conclude its own.

Dr. Needleman has sued the integrity office, which requested the university investigation after reviewing a report by Dr. Needleman's accusers, Sandra Scott, a professor of psychology at the University of Virginia, and Claire B. Iribarne, a professor of psychiatry and reproductive biology at Case Western Reserve University.

Suit Against NIH Office

The two contend that low levels of lead do not significantly affect children's intelligence and that Dr. Needleman distorted his data in a 1979 study. Dr. Needleman says his original study and subsequent analyses of his data by others do show that lead can cause subnormal drops in children's intelligence.

In the lawsuit, filed in federal court in Pittsburgh, Dr. Needleman contends that the Office of Scientific Integrity does not provide adequate due process to scientists accused of scientific misconduct. He also contends that the office's definition of scientific misconduct is unconstitutional. Dr. Needleman was recruited, under a university definition identical to the office's, of "practices that seriously deviate from those that are commonly accepted within the scientific community."

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Death Without Weeping: The Violence of Everyday Life in Brazil, by Nancy Scheper-Hughes (University of California Press, 614 pages; \$29). Describes the economic existence of hunger, sickness, violence, and death in a hillside shantytown above a modern plantation community in the eastern Brazilian state of Pernambuco; focuses on how the routinization of infant death affects the material responses of the shantytown's women. **African-Told Tales: Feminism, Postmodernism, and Ethnographic Responsibility**, by Margery Wolf (Stanford University Press, 168 pages; \$25.50 hardcover; \$10.95 paperback). Explores feminist and postmodernist criticism of traditional ethnography from a discussion of three texts—a short story, a set of field notes, and a journal article—all written by Margery Wolf about an incident that occurred during her fieldwork in Taiwan.

ART AND ARCHITECTURE

Architecture, Power, and National Identity, by Lawrence J. Vale (Yale University Press, 336 pages; \$45). Shows how the architecture of national government buildings reflects the political and cultural balance of power in presidential societies. **"El Establecimiento": Alexander Farnsworth's Architecture**, by Charles Martyn (Yale University Press, 192 pages; \$30 hardcover; \$11 paperback). A critical and biographical study of the Roman poet, introducing *How Good: The Politics of Alexander Farnsworth*, by Robert Garland (Cornell University Press, 256 pages; \$47.50). Discusses spiritual, political, and economic motivations that prompted ancient Athenians to establish new cities, including those of Paros, Attic, and Sicily. **Thesus, Bendis, and Asclepius: Myths and Games of Ancient Egypt**, by Wolfgang Decker, translated by Allen Guttmann (Yale University Press, 240 pages; \$40). Translations of a 1987 German work on the recreational activities of pharaohs, nobles, and commoners.

CLASSICAL STUDIES

Catullus, by Charles Martyn (Yale University Press, 192 pages; \$30 hardcover; \$11 paperback). A critical and biographical study of the Roman poet, introducing *How Good: The Politics of Alexander Farnsworth*, by Robert Garland (Cornell University Press, 256 pages; \$47.50). Discusses spiritual, political, and economic motivations that prompted ancient Athenians to establish new cities, including those of Paros, Attic, and Sicily. **Thesus, Bendis, and Asclepius: Myths and Games of Ancient Egypt**, by Wolfgang Decker, translated by Allen Guttmann (Yale University Press, 240 pages; \$40). Translations of a 1987 German work on the recreational activities of pharaohs, nobles, and commoners.

ENGLISH STUDIES

Shelton British Cinema, by Robert Murphy (British Film Institute, distributed by Indiana University Press, 320 pages; \$59.95 hardcover; \$25.95 paperback). Topics include realist films of the late 1950s and early 1960s, 1960s productions in the horror, crime, and comedy genres, and disturbing undercurrents in "swinging London films."

HISTORY

Enlightenment and Holy Plagues: A Spiritual Geography of the Plague in Arizona, by John G. Griffin (University of Arizona Press, 219 pages; \$32.50). Explores the tradition and folklore of regions comprising southern Arizona and northern Sonora, Mexico.

LITERATURE

Beyond Realism: Turgenev's Poetics of the Real, by Elizabeth Cheresh (Allen Lane, distributed by University Press, 288 pages; \$33). Discusses non-realistic and realistic patterns in the aesthetic and ethical patterns in the works of the Russian writer Ivan Turgenev (1818-1883), an author often linked by critics to Italian. **The Correspondence of Henry James and Henry Adams, 1877-1894**, edited by George Monteiro (Louisiana State University Press, 128 pages; \$20). An annotated edition of 36 letters. **An Empire Nowhere: England, America, and Literature from "Utopia" to "The**

Family Romance of the French Revolution, by Lynn Hunt (University of California Press, 213 pages; \$20). Uses novels, paintings, newspaper editorials, pornography, and other materials to show how narratives of family relationships shaped the collective political consciousness of the French in the Revolutionary era. **The Great Thirst: California and Water, 1770s-1980s**, by Norris Hundley, Jr. (University of California Press, 370 pages; \$25). Shows how the use and control of water resources have shaped the history of California. **Hind Swastika: The Rise of Private War and Power in Early Japan**, by Karl F. Friday (Stanford University Press, 288 pages; \$32.50). Describes the evolution of state military institutions in Japan from the seventh to the 12th centuries, and discusses the imperial court's role in the rise of the samurai class. **Kantakyo's Road to Beda-hou**, by Lowell Harrison (University Press of Kentucky, 204 pages; \$23). Traces the events that led to Kantakyo's separation from Virgilia and 1792 statehood. **Barbours and Concomitants: The Foreign Policy of Soviet Russia, 1917-1921**, by Richard K. Debo (McGill-Queen's University Press, distributed by University of Toronto Press, 302 pages; \$35). Discusses diplomatic and political strategies that contributed to the Bolsheviks' victory against White Russian and foreign forces in the Russian Civil War.

"The Culture of Ours": Intellectual Transitions in Tang and Sung China, by Peter K. Bol (Stanford University Press, 336 pages; \$49.50). Discusses the transition between T'ang (618-907) and Sung (960-1279) dynasties, notions of a shared elite culture, and artists in post-revolutionary China. **The Willoughwits: The Algonquian Native Guard in the American Revolution**, by Donald M. Goldstein and Katherine V. Dillon (University of Arkansas Press, 146 pages; \$21). Reconstructs the state guard's experiences of combat and harsh weather conditions in the Algonquian Indians.

LAW

John Marshall Hays: The Last Wild Justice, by Loren P. Gell (University Press of Kentucky, 313 pages; \$27). A biography of the American jurist, who served as an Associate Justice on the Supreme Court from 1877 to 1911.

MUSIC

Mad Madeline: The Presentation of the "Mad" in the Third World, by William M. Loefer (University Press of Kentucky, 313 pages; \$27). A biography of the American jurist, who served as an Associate Justice on the Supreme Court from 1877 to 1911.

RELIGION

Mad Madeline: The Presentation of the "Mad" in the Third World, by William M. Loefer (University Press of Kentucky, 313 pages; \$27). A biography of the American jurist, who served as an Associate Justice on the Supreme Court from 1877 to 1911.

SCIENCE

Mad Madeline: The Presentation of the "Mad" in the Third World, by William M. Loefer (University Press of Kentucky, 313 pages; \$27). A biography of the American jurist, who served as an Associate Justice on the Supreme Court from 1877 to 1911.

THEATRE

Mad Madeline: The Presentation of the "Mad" in the Third World, by William M. Loefer (University Press of Kentucky, 313 pages; \$27). A biography of the American jurist, who served as an Associate Justice on the Supreme Court from 1877 to 1911.

WORLD STUDIES

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Edited by James Crawford

Personal & Professional

A group of 738 faculty and staff members at Stanford University took out a full-page ad in "The New York Times" to express their outrage over a jury's acquittal of four police officers in the beating of Rodney G. King.

While some on the Stanford campus endorsed the ad, others criticized the \$19,700 expense, saying the money would have been better spent helping people recover from the riots in South Central Los Angeles.

"We felt \$19,000 would put a very small dent in Los Angeles," said Bonnie Hule, who works in Stanford's office of sponsored projects and served on the committee that organized the ad campaign. "We wanted to capture the attention of policy makers."

The ad was headed "Justice for all." It depicted an American flag, with the names of the contributors forming the flag's stripes. In place of stars, the ad had a message calling on other campuses to address issues of racism and the "abandonment of our cities."

Most people whose names appeared in the ad contributed \$25, while a few gave more. Ms. Hule said Stanford employees who gathered after the riots wanted "to express some sort of solidarity with students dismayed by the verdict."

Faculty unions last year spent less time organizing new bargaining units and more time improving services to their current members.

This was one of the findings of the National Center for the Study of Collective Bargaining in Higher Education and the Professions, which publishes an annual summary of union activities. The center, based at the City University of New York's Bernard M. Baruch College, reported that nearly 229,000 professors were represented by collective-bargaining agents last year—2 per cent more than in 1990. It attributed the increase to improved reporting rather than to a rise in unionization.

Only two faculty unions representing full-time professors were certified in 1991. They were at Butler County and Sussex County Community Colleges. Unions representing adjunct professors in the Vermont State College System and teaching assistants at the University of Wisconsin in Milwaukee were also certified.

Three unions staged strikes last year. They represented the faculties at Carl Sandburg College and the University of Bridgeport, and teaching assistants at the University of Massachusetts at Amherst.

Joel M. Douglas, director of the center, believes the slowdown in unionization was due partly to the absence of new legislation that would allow collective bargaining in more states. In states that allow it, he says, faculties had wanted to organize have already done so.



"America's schools need fundamental, structural change. Not tinkering around the edges."

White Communications placed this ad, with a photograph of Benno C. Schmidt, Jr., in newspapers last week to describe the private-school project he'll head.

Professors and Female Administrator on Minn. Campus Receive Death Threats

By COURTNEY LEATHERMAN

Federal and local authorities are investigating death threats made against a female administrator and male and female professors at the University of Minnesota at Duluth.

Recent incidents have recharged the investigations, which began last summer when Sandra Featherman, then a candidate to be vice-chancellor for academic administration, received the first of several threatening letters. "One warned, 'Feminist bitch, don't come to Minnesota,'" Featherman said.

Ms. Featherman, who took the job last July, has received a total of six letters threatening her with kidnapping and death. Many were signed by "The Deer Hunter."

"I have no doubt that these threats are overwhelmingly motivated by the fact that I'm a woman leader," Ms. Featherman said in an interview. "This has convinced me that my goals for enhancing diversity are more important than ever."

Some believe the latest threats are a reaction to such efforts. Leaflets left in cam-

pus buildings in March threatened a female professor and members of her department who were to participate in workshops aimed at improving the campus climate for women.

According to the Minneapolis Star Tribune, the leaflets stated that the "Imperial Council of the Deer Hunter" would kill any professor who participated in the workshops, which Ms. Featherman had required for all members of the history and industrial-engineering departments.

"Pais, Children, and Spouses" Harry A. Michalek, director of the campus police department, said the leaflets also contained threats to kill the "pais, children, and spouses" of the participants, and encouraged others to assassinate Judith A. Traylor, a history professor who has criticized the university's and her department's treatment of women.

Mr. Michalek said that investigations had not linked the earlier threats with the latest one. Others on the campus think

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President Quits Yale to Develop Network of Private Schools

Some wonder how university will deal with finances in future

By LIZ McMILLAN

The announcement last week by Benno C. Schmidt, Jr., that he would leave the presidency of Yale University to head a new private-school venture aimed many people on the campus and left some wondering how the university will deal with financial woes.

Mr. Schmidt, who has served as Yale's president for six years, plans to head the Edison Project, a venture that will develop a national network of for-profit private schools. The venture is operated by White Communications, known for its "Channel One" television news programs, now shown in about 10,000 schools.

Mr. Schmidt's departure caps a tumultuous year at the university, which has seen four other top administrators step down, difficult contract negotiations with staff members, and a contentious battle over how to cope with Yale's most severe financial problems in recent memory.

\$1.5-Billion Fund Drive

Just last month, the university embarked on a five-year, \$1.5-billion fund-raising drive, higher-education's largest. The campaign has already collected \$600 million, and Mr. Schmidt, who has raised more money for Yale than any other president, was seen as a critical figure in the drive.

Mr. Schmidt said that he was sad to leave Yale but that he believed the university was stronger than ever. "Yale is great. It's going to be great," Mr. Schmidt said at a news conference in Washington last week. "But our higher-education system is atop an increasingly shaky foundation."

Mr. Schmidt said Christopher White, chairman of White Communications, had approached him two years ago about joining the Edison project. "He began by saying, 'You're going to think I'm crazy, but...'" Mr. Schmidt said.

"I thought it was a little odd to contemplate leaving one of the most prestigious and creative institutions in the world to carry out a program that is not in existence and one that involves some risk." But he said he was convinced that what the country needed was "what the historians call a paradigm shift. And the only way to do that is to put into place a new system."

From Day Care to High School

As president of the Edison Project, Mr. Schmidt will be working with a team of educational theorists, journalists, and business people to develop an innovative educational model running from day care to high school. Opening the schools may cost as much as \$2.5-billion, and Mr. Schmidt is expected to turn his considerable fund-raising skills to drumming up investors. The first 200 schools are slated to open in 1994.

Mr. Schmidt is expected to serve as president of Yale until the end of this year. Vernon R. Loucks, Jr., the senior fellow

Continued on Page A16

SEEKING COHERENCE IN THE CURRICULUM

At St. Lawrence U., a Controversial Course for Freshmen Seeks to Encourage a More Intellectual Campus Climate

By CAROLYN J. MOONEY
CANTON, N.Y.

In the mid-1980's, a group of faculty members at St. Lawrence University sensed something disturbing about the student culture at their small, liberal-arts institution.

"There was a certain dominant ethos that was anti-intellectual," recalls Grant Canwell, an associate professor of philosophy. It was an ethos, he says, that was defined both by the Greek system, which clearly half the students here join, and by a student body that was, and still is, largely white, affluent, and Northern. (And outdoorsy: As one student puts it, "There's, like, peer pressure to get a mountain bike.")

This began a series of informal discussions aimed at creating a more intellectual climate on this small-town campus of old stone buildings and grassy quadrangles. The result was an unusual—and controversial—first-year course, now four years old, that is taught exclusively in freshman dormitories intended to accommodate classrooms and academic lounges.

Taught by teams of three professors, the interdisciplinary course, most recently called "The Human Condition," shifts around the themes of community and identity and emphasizes critical thinking, writing, and public speaking.



Richard Guasacel, the dean of university programs and founding director of the course: "The residential component is the defining element. Material flies into the classroom."

This past academic year, one group started out examining ecological communities by conducting field experiments, then went on to cover evolution, human behavior and communities, and cultural differences in society. They read works by Plato and Hobbes, plus contemporary texts such as Marge Piercy's *Woman on the Edge of Time*.

The struggle to develop a program to challenge first-year students is playing out on an increasing number of campuses. Under pressure to improve undergraduate education and offer students closer contact with professors, more institutions are offering freshmen small classes that explore interdisciplinary themes. Some are also examining the se-

quence in which students take their courses, and in some cases are adding senior-year "capstone" seminars aimed at synthesizing what students have learned.

A major idea behind the program here was that students who lived together would also share intellectual experiences, blending academics and student life inside and outside the classroom.

"I got to know my students so well, I influenced them as whole people," says Eve W. Stoddard, an associate professor of English who has taught in the program.

Says Richard Guasacel, dean of university programs and a government professor: "The residential component is the defining element. Material flies into the classroom."

Debate Over Bathrooms

A case in point: When one section of students—who had been studying the political theory of social contracts—found themselves in a heated debate over whether their dormitory's bathroom should be single-sex or co-ed, they took up the issue in class. Inspired by Rousseau, perhaps, they resolved the issue with their own social contract of sorts. (Bathrooms on two of the three floors were designated single-sex, while

Continued on Following Page

At St. Mary's College, Seniors Embark on Journeys Within Their Majors

By DENISE K. MAGNER
ST. MARY'S CITY, MD.

Robin Bates, who teaches English at St. Mary's College of Maryland, took 23 seniors on a journey of self-discovery inside his classroom this past semester.

His seminar introduced the seniors—all English majors—to literary theory. But it also gave them a chance to explore questions about themselves that most hadn't considered in an academic way before. Questions like: What attracted you to literature? Why are you drawn to some works and not others? And why did you decide to pursue "the study of stories" in college?

A different sort of intellectual journey awaited seniors majoring in social sciences at the college. James Conrad, an assistant professor of political science, taught a seminar for them under the sobriquet: "The U.S. in the 1950's: The End of the American Dream?"

Both courses satisfy the college's requirement that all students take a senior seminar within their major.

Many colleges are now experimenting with the concept of senior seminars. Partly in response to criticism that the college curriculum has lacked coherence. In addition, many campuses are creating new courses for freshmen.

Last year, in a report on undergraduate majors, the Association of American Colleges recommended that academic



Robin Bates, an English professor: "Students love this assignment. They realize that literature has entered into their deepest conflicts at different moments in their lives."

departments seek to pull together the major in a final "capstone" course or some other senior-year experience.

Demonstration of 'Mastery'

At St. Mary's, senior seminars became a college-wide requirement in 1985. A public liberal-arts college on the St. Mary's River in southern Maryland, it offers a highly structured curriculum

to its 1,500 students. They must take a year-long sequence of courses on Western civilization as well as courses in philosophy, the arts, biology, physical science, and other disciplines.

The idea behind the senior seminars is "to make certain that students get an interdisciplinary perspective within the major," says Provost Malvin B. Eddy. In reality, he says, "that happens

more in some academic divisions than in others." Senior seminars in biology and chemistry tend to concentrate on themes in their own fields, while those for social-science majors have been more successful in taking an interdisciplinary approach.

The seminars have another purpose, he says: "To enable students to demonstrate their mastery—if that's not too strong a term for undergraduates—of the skills necessary for that major."

Interviewing the Professors

One afternoon in Mr. Bates's seminar, students are seated around a large wooden table inside what used to be the president's house on the campus. It's an unusual classroom—with ivory-colored curtains on the windows and flowery wallpaper in navy and beige—but it seems to reflect the more personal nature of the course itself.

"The students are reporting back on an assignment. They were to interview a member of the literature faculty who had influenced them, and to describe what literary theory that professor espoused."

One senior tells of a faculty member who characterized her approach to literature as Marxist and feminist. Another describes a professor who "practically despised" literary theory. "She said the-

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More Intellectual Campus Climate Is Aim at St. Lawrence University

Continued From Preceding Page
the third was designated co-ed at night and for women at other times.)

The rewards of the course are not always so tangible, and four years later St. Lawrence's first-year program remains controversial. The faculty recently voted 95 to 65 to keep it in place, but agreed to several changes to appease critics. Among the complaints: The course has too many goals, fosters "politically correct" ideas, requires professors to teach out of their field, and diverts faculty members away from departments. Students are equally divided. Some see the course as a barrier; others say they cannot appreciate its breadth until several years after they take it.

"Some come with chips on their shoulders and view it as a *laurel* program," says Mr. Cornwell, now the program's coordinator. They would prefer to let the anonymity in class, he adds, but they can't be.

Vigorous Debate

Small liberal-arts campuses have an edge over large universities in making curricular reforms. Nonetheless, St. Lawrence, with its 2,000 students, was hardly immune to the academic politics common in large-education battles. Over the past few months, professors here have been vigorously debating the course's future.

Some suggest the debate reflects a split between more-traditional professors reluctant to give up in-

tervention and newer colleagues who, by raising issues of race, gender, and class, hope to expand students' attitudes.

One of the program's most outspoken critics, Tom Buid, a biology professor, offered a resolution this spring to abolish the course. "It's a one-size-fits-all philosophy," he says. He contends that the course's science component is superficial, and that its advising system—professors advise all students in their discussion groups—hurts science majors. Others complain that departments must cancel classes when they lose professors to the program, and that there is pressure to teach in the program.

Mr. Buid's resolution failed, but he notes that 40 per cent of the faculty voted against the program in the recent balloting. "I don't think there are enough people here who are dedicated to it," he said.

Advocates of the program, though, predict that the university will continue to give it a high priority, as it has since its inception. St. Lawrence initially spent \$1.8 million to renovate three dormitories. Now professors are expected to support the program's goals. Those who make a three-year teaching commitment get a semester's sabbatical afterward as an incentive. And the program is now a St. Lawrence trademark, featured prominently in its literature.

The discussions that led to the freshman program began around 1984. A two-year study led to a series of broad recommendations ap-

At St. Lawrence U., a First-Year Course Is Taught in the Dormitories

Description: Since 1988, St. Lawrence University has required all freshmen to take a year-long interdisciplinary course taught in the dormitories. The course, "The Human Condition," was developed to encourage a better blending of academics and student life. It is built around the themes of community and identity and emphasizes critical thinking, writing, and public speaking through a reading list that includes canonical and contemporary texts.

Format: All freshmen are assigned to a residential "college" located in the dormitory where they live. Freshman dormitories house classrooms and academic lounges. Each college has 45 students who meet twice a week as a group and twice a week for smaller seminars that might be held in a dormitory lounge. In each college, the course is team-taught by three professors.

Requirements: The course is being revised so that colleges will no longer share a common reading list, but they will still address common themes of community and identity. In academic 1991-92, students in one college started out examining ecological communities by doing field experiments, then went on to cover evolution, human communities, and cultural differences due to race and gender. Assignments include numerous oral projects, group skits, papers, and films.

Reading List: It varies across colleges, but students have routinely studied works by Plato, Hobbes, Marx, Locke, and other canonical authors, along with texts that explore cultural and gender differences, such as Caryl Phillips's *A Different Voice*.

proved by the faculty in 1986. But the content wasn't determined until those teaching in a pilot program hashed out the particulars at a retreat in the Adirondacks.

'No Common Discourse'

Says Mr. Guenzel, the program's founding director: "We had no common discourse. There were times when we thought, 'This is not going to work. We made a decision: The course content would be shaped by those in the

program. We were living what we were asking students to do. Eventually, the theme of "identity" became the connecting glue in the course, which has been required since 1988.

The course works like this: Students are assigned to one of 10 separate residential "colleges" housed in freshman dormitories. Each college, which might be an entire dormitory wing, has 45 students who meet twice a week as a group, then break up for small seminars that might be held in the dormitory's lounge.

Personal & Professional

One day in the 1991-92 academic year, a discussion group from one of the colleges was going through an exercise called "The Meeting of the Minds." It was early in the morning, and the students, some of whom appeared to have just climbed out of bed and brushed down the hall, were slouched on couches in the dormitory lounge.

Boning Up on Marx

They were fine-tuning the oral presentations they would give later. Each had been asked to play the part of a major thinker whose work the class had been studying: "Hobbes" and "Marx" were grilled on their views, then got chance to challenge their fellow thinkers—the class.

Leading the seminar was a band-wife team of geologists, Catherine Shady and John Barnall. (They share a faculty position.) Afterward, they discuss the difficulties that scientists in the program face. Both, for example, had to bone up on Marx and were expected to correct papers for 15 students in their group.

Says Mr. Bursnell: "This is my first involvement with the great social thinkers. I've gotten a lot out of it. Unfortunately, there isn't enough time to do it justice."

Because of such complaints, future versions of the course will cover less ground. Identity will remain a common theme, but the common reading list will be scrapped. The second semester will focus on a research project.

Meanwhile, in the other half of the program, the other half of the

Continued on Page A16

At St. Mary's College, Seniors Embark on Journeys of Self-Discovery Inside the Classroom

Continued From Preceding Page
ory was political and people use it to get power," the student says.

The assignment is the first piece of a three-part "reading history" that the students complete during the seminar. In the first part of the assignment, they wrote about five stories—whether in the form of fiction, poetry, or drama—that affected them as a child or adolescent. Then they wrote about their high-school experiences, how they became interested in the field, and what literary theories their teachers advanced. Finally they wrote about a literary theory that had become important to them as undergraduates, and about a faculty member who had most influenced them in the college. The finished product ends up being 15 to 20 typed pages.

'It's Kind of Therapeutic'

"Students love this assignment," says Mr. Bates, an associate professor of English. "They realize that literature has entered into their deepest conflicts at different moments in their lives."

Danielle R. Chappell, a senior in the course, says she was skeptical about it at first because the subject seemed "silly." She's changed her mind.

"This was a way to be introduced to literary theory without taking a theory class," she says. "And it gets you to think about why you read what you read, why

you're a literature major. So it's kind of therapeutic."

Mary E. Benson, also a senior in the course, says it has helped her understand how she was influenced by her professors' theoretical approaches to literature.

"I realize now how many different ways I've been pushed and pulled by different professors," she says.

Senior Seminars at St. Mary's College of Maryland

Description: Students at St. Mary's College of Maryland complete a senior seminar within their major. The seminar is designed to help students develop their own research project, often in an interdisciplinary context.

Format: Assignments typically involve writing a research paper, conducting a research project, or leading a class discussion. The seminar is designed to help students develop their own research project, often in an interdisciplinary context.

Examples: Following are some of the topics of senior theses completed by students in the college's senior seminars.

• A seminar for English majors focused on the work of William Faulkner. Students were charged to read and discuss Faulkner's novels, including *The Sound and the Fury*, *Light in August*, *As I Lay Dying*, and *The Unvanquished*. The seminar was led by Professor of English, Dr. John Phillips.

• A seminar for students in the college's interdisciplinary program in environmental studies. Students read texts including *The Making of the American Landscape* by William S. Felt, *The American Landscape* by William S. Felt, and *The Making of the American Landscape* by William S. Felt.

art, don't have specific themes but are set up for students to write research papers or do projects.

Laraine M. Glidden, a professor of psychology and human development, taught a senior seminar for students majoring in her field this past semester. She chose the theme of longitudinal research.

Nine students were in her seminar. One assignment was to select a topic and locate longitudinal studies on it. They had to prepare an oral presentation and find at least 10 pages of reading that could be placed on reserve in the campus library for other students in the class to read.

Senior Theses Considered

The assignment, Ms. Glidden says, gets students to "take on the role of the instructor. They are frequently very anxious. But what invariably happens is that an atmosphere of rapport develops."

Students in her seminar also write a research paper on a topic in the field, not necessarily related to longitudinal research. This year one student wrote about public attitudes toward the environment, while another chose the effects of day-care programs on the social development of children.

Ms. Glidden, who has been a faculty member at the college since 1976 and also directs the honors program, says the senior seminars program, says the senior seminars test students' abilities to write, think, and speak coherently.

"Of all the courses I teach," she says, "there is none other where the faculty member sits almost as a co-classmember. Students really take major responsibility for what's going on in the classroom."

While faculty members seem generally satisfied with the senior seminars, a debate is under way about whether the concepts should be expanded to require students to complete a senior thesis. Mr. Brady, the provost, has suggested that students spend one semester in a senior seminar and a second on a senior thesis.

The question of requiring a senior thesis is part of a larger debate on the campus. Last October, St. Mary's was designated an honors college by the State of Maryland, and the campus is now discussing what that means for its curriculum.

Currently, the only students required to write a senior thesis are those in the college's formal honors program. Some faculty members support the idea of requiring all students to write a senior thesis, but doubt that the college has enough professors to provide the kind of guidance students would need. Others say not every student is capable of writing a thesis.

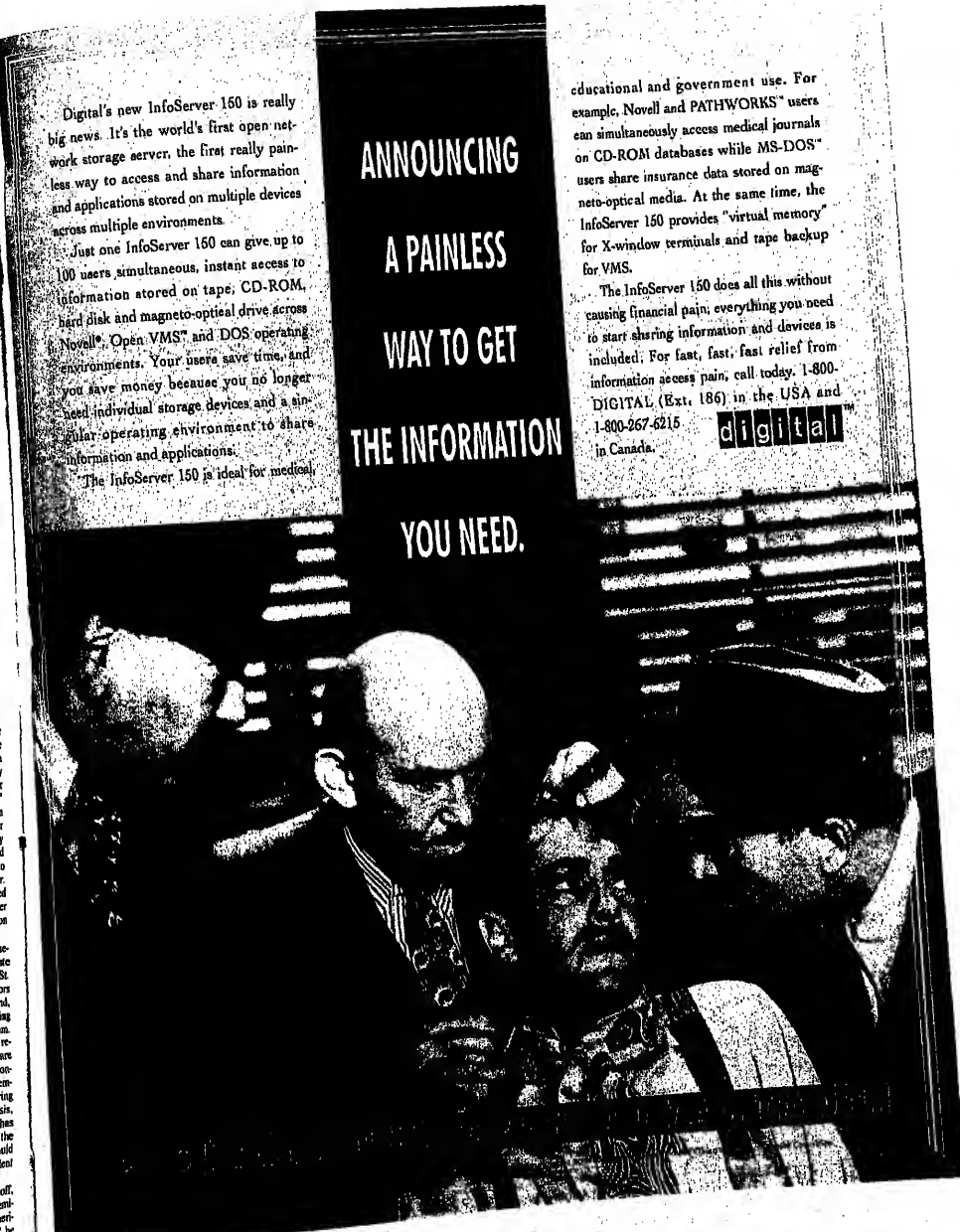
A decision is several years off, Mr. Brady says. "The senior seminars are a good command experience for students in a major," he says. "A senior thesis is a much more lonely project—a rite of passage to the outside world."

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President of Yale Resigns to Develop Network of For-Profit Private Schools

Continued From Page A12

of the Yale Corporation, said the corporation would appoint an acting president to serve until a new chief is selected.

Mr. Loucks and other trustees were full of praise for Mr. Schmidt, saying he had helped mend labor and town-gown relations, raised a massive amount of money, and forced the university to come to grips with its fiscal future.

The first news of Mr. Schmidt's plans came at a meeting of the Yale Corporation last week, hours before the university's commencement exercises. "I think we were most quietly stunned," said Linda K. Lorimer, president of Randolph Macon Woman's College and a member of the Yale Corporation.

Surprised by the Timing

Some professors and students grumbled about the way the president broke the news: He and Mr. Whittle met with a reporter from *The New York Times* three days before he told anyone on the campus. Apparently only Mr. Loucks knew about Mr. Schmidt's plans.

Others were surprised by the timing of Mr. Schmidt's departure, coming before the university had resolved its budgetary problems. "This has been a tough year all

around, but I think a lot of the problems had been solved," said Robert E. Apfel, a professor of mechanical engineering.

Yale became embroiled in controversy when a restructuring committee issued a series of drastic recommendations to deal with a \$15-million deficit and the university's deteriorating physical plant. The committee sparked a great deal of anger and criticism among faculty members.

That criticism apparently led to the resignation two months ago of Frank Turner, who as university provost served as head of the re-

structuring committee. Judith Rodin, currently the dean of the graduate school, will replace Mr. Turner in July. Some professors privately said they believed Mr. Turner had been "sufficed," allowing Mr. Schmidt to move ahead with another budget-cutting plan that had the backing of the faculty.

Donald Kagan, the dean of Yale College, also announced his intention to resign. Donald Engleman will serve as acting dean until a replacement is found.

Although some faculty members were worried about Yale's leadership, others see no cause for great concern. "It needs to be understood that the permanent affairs of the university are the faculty," Ms. Lorimer said. "They are the true stewards of the place."

St. Lawrence Offers Freshman Course

Continued From Page A14

the dormitory, Joe Kling, a government professor, was watching his seminar group conduct its version of "The Meeting of the Minds." The students were presented with a conflict and asked to carry on a group dialogue in character. IAT times it was a stretch: As one group discussed why more women don't seek powerful roles in society, "Plato" interjected: "What about that Ferraro chick?" He was referring to Geraldine Ferraro, the 1984 Democratic vice-presidential candidate.

When interviewed later, the students gave mixed reviews about the course's emphasis on cultural dif-

ference. John Andrejko, a sophomore, said: "Being from a small town, you're not aware of racism and homophobia," he says. Another student says he is more tolerant of homosexuality—but not much more so. "The 20-foot rule may become the 10-foot rule," he says.

Such comments don't discourage Mr. Kling, an early advocate of the course. "What this does is create a group-life model rather than a hotel model in each dorm," he says. "The whole thing is about giving voice to difference. Even students who hate the course are compelled to engage in a discourse that makes them think critically about their world."

On Line

Thanks to a mathematics professor at Bryant College, researchers can now use a computer to search the historical records of an old New England cemetery.

About 100 years ago, Alan Olinsky developed a database program for the 55,000 cremation and interment records of the Swan Point Cemetery in East Providence, R.I. Before that, researchers had to comb through file cards containing records, the earliest of which date back to the cemetery's founding in 1846.

People working on genealogical studies and authors doing historical research should find the computerized records useful, Mr. Olinsky says. "There are some very famous people there," he says—among them General Andrew Burside and the economist and publisher Charles Henry Dow.

Students at Lehigh University can watch live broadcasts in 30 languages in a new television lounge called the World View Room.

The university brings in foreign arts and cultural programs by satellite from Asia, Europe, the Middle East, and Russia over the Satellite Communications for Learning Network, or SCOLAN. Students can view the programs Monday through Friday on a large-screen rear-projection television. The lounge also has monitors for live-radio broadcasts and acts with an assortment of foreign-language periodicals.

The World View Room, which opened last fall, lets students immerse themselves in a foreign language and culture, says Victor G. Zabotny, the director. "They can hear a language as it's spoken in real life and pick up clues about the culture that they wouldn't find in a textbook."

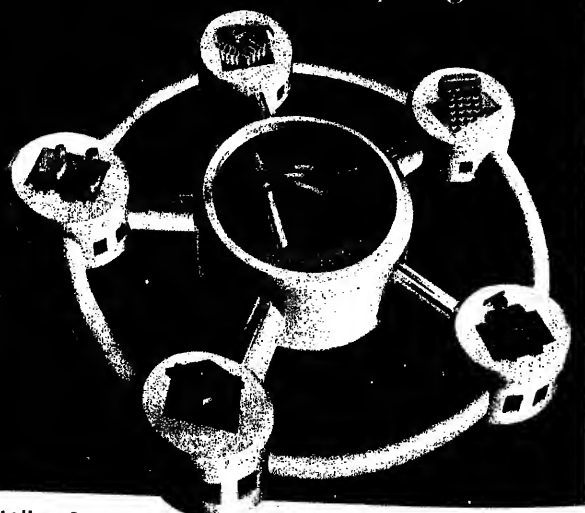
As a cost-cutting measure, the University of California has replaced "QUC Clip Sheets," a printed publication for the news media, with an electronic news service.

The service, called "uc NewsWire," offers stories under 46 different headings, ranging from agriculture to veterinary medicine. The stories are released from the president's office and from the public-information offices on the system's nine campuses, five medical centers, and various resource centers.

To see what's available on the news service, journalists can select a topic from a story menu. The computer screen shows them the date and source of every story and provides a brief description of its content. It also indicates the amount of time it will take to download the piece.

Journalists with a personal computer and a modem can gain access to the news service by calling (800) 395-5266.

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Threats Investigated on a Minn. Campus

Continued From Page A12

they are related, and many believe the perpetrator is on the faculty.

Ms. Trolander says the threats are a "backlash" against steps the campus has taken to comply with a 1980 decree requiring the University of Minnesota system to improve the climate for women.

'History of Difficulties'

The workshops are the latest efforts to comply with the decree. Judith S. Karon, director of personnel and affirmative action, was among the officials who recommended that the two departments participate in the workshops. Ms. Karon noted that the industrial engineering department, where four complaints of harassment and discrimination had been filed in the last five years, "has had a long history of difficulties." One incident involved a sex-harassment case that the university settled in 1989 by paying the female complainant more than \$110,000, she said.

Ms. Karon said she believed the history department would have productive discussions. Instead, the workshops were seen by professors as punishment, she said. Roger A. Fischer, the history department's chairman, conceded that some professors resented the workshops. But when asked if anybody was angry enough to take action against Ms. Trolander, he said, "in terms of writing a terrorist threat, goodness, no."

To calm fears on the campus, the university made the workshops voluntary, sent students letters denying the threats, and publicly condemned the incidents.

Information Technology

Major Scholarly Publisher to Test Electronic Transmission of Journals

Elsevier's experiment will examine the economic, legal, and technical issues

By DAVID L. WILSON

One of the world's largest publishers of scholarly journals has begun an experiment that will eventually make some of its journals available over computer networks.

The project—the University Licensing Program, or TULIP—is believed to be the first attempt to make published, copyrighted material available over the Internet, a network of computer networks. Elsevier Science Publishers will make 42 of its materials-science journals available to colleges and universities that participate in the experiment.

Electronic distribution of journals is a cherished goal of researchers because of the speed with which the material can be distributed and of a significant saving in costs. Publishers, however, have been slow to embrace the concept because they are concerned that users could easily pirate copies of protected works using computer technology, and because of problems in the transmission itself.

15 Universities Take Part

About 15 universities have expressed interest in the Elsevier experiment, including Carnegie Mellon, Cornell, Harvard, and Princeton Universities; the Massachusetts Institute of Technology; and the University of California system.

The project will examine the economic, legal, and technical issues involved in electronic transmission of journals, says Karen Hunter, vice-president and assistant to the chairman of Elsevier.

"Another project objective is to study user behavior," Ms. Hunter says. "What do people really want? How do they use this information? Is it really helpful to have it on the network this way?"

It is imperative that publishers find answers to those questions soon, she says. The cost and number of journals keep rising, and budgets in academe are not keeping pace. "We know that the universities can't afford to continue to buy journal subscriptions if these trends continue," she says.

Universities that participate in TULIP will have to make a substantial investment in software, says Ms. Hunter, but will receive the electronic version of the 42 journals at no charge, provided they subscribe to the paper journals as well. Institutions that do not receive the paper versions will get the electronic version at a steep discount off the paper price. "But," Ms. Hunter says, "we don't want to create the

"Another project objective is to study user behavior. What do people really want? How do they use this information? Is it really helpful to have it on the network this way?"



Elsevier's Karen Hunter: "If no one's using our information, we're out of business. The current market is not desirable for either side."

expectation that somehow electronic information is going to be a lot cheaper than information on paper. I don't think that's realistic." However, she adds, eventually an electronic version probably would cost somewhat less than a paper version.

Better Means of Delivery

Publishers are desperately trying to come up with better means of delivery for the information contained in their paper journals. "If no one's using our information, we're out of business," Ms. Hunter says. "The current market is not desirable for either side."

Instead of strings of letters, TULIP will post "pictures" of pages from the journals. The images will be electronically copied from the finished journals, much as a facsimile machine makes a copy of a document and sends it over telephone wires.

One of the biggest roadblocks to the development of electronic, peer-reviewed scholarly journals has been the difficulty of transmitting graphics in a timely fashion. TULIP sidesteps that problem by not transmitting a free-standing graphic of a table or a chart, which creates certain technical

problems. Instead, TULIP incorporates the graphic in an image of the full page, which is easily transmitted and received.

That creates new problems, however. When data are stored electronically as individual letters, computers can look for key words and phrases. The ability to do keyword searches is one of the most powerful tools that data bases can offer researchers.

But because the data stored under the TULIP system will exist only as a series of pictures, not as letters and words, such searches will be impossible. Ms. Hunter says that the project, which is expected to last three years, eventually will give users that capability.

Limitations and Enthusiasms

Despite the limitations, participants say they are enthusiastic about the program and its potential.

Greg Anderson, associate director for systems and planning for the MIT libraries, says: "People do want to search within the documents themselves, and that won't be possible, but they will be able to do biblio-

Continued on Page A20

TECHNOLOGY UPDATE

- Students at Stanford file records electronically with registrar
- U. of Cal. at Davis encourages some on staff to work at home
- Project's network would print books and journals on demand

Stanford University has replaced most of the traditional paper forms that students filed with the registrar with a system that lets them file and receive information by computer.

Budget and staff cutbacks forced the registrar's office to develop less expensive ways of letting students click on their academic records, sign up for courses, and update their files. "This isn't an alternative way of doing business. We don't accept paper for those things anymore," says Elizabeth Hodge, systems-development analyst.

Each student is given a personal identification number, based on combinations of familiar numbers, such as birth dates and Social Security numbers. The numbers provide some security for the sensitive data in the system. Students can get access to the system over the campus network from a campus-housed computer or from home, using a modem.

Other divisions of the university, such as the financial-aid and housing offices, are interested in using the system, Ms. Hodge says.

For more information, contact Ms. Hodge, Registrar's Office, Old Union 138, Stanford University, Stanford, Cal. 94305-3005; (415) 723-6226; ELIZABETH.HODGE@STANFORD.

Administrators at the University of California at Davis have been encouraging members of the technical and support staff to work at home, using comput-

ers, facsimile machines, and telephones. Dennis W. Shinnick, associate vice-chancellor for employee relations, says the university started the "telecommuting" program about a year ago to help reduce demands on the state's transportation system, ease congestion in parking lots, and reduce stress on the university's physical plant.

Mr. Shinnick says the institution and most program participants already had much of the equipment for telecommuting. "There was little additional expenditure needed for hardware," he says.

Several dozen staff members have taken advantage of the policy so far, Mr. Shinnick says. The university is about to begin a study to see how the program is used and how effective it is.

"We think the program is a great help for people who have domestic responsibilities that might sometimes conflict with the job, such as a sick child," Mr. Shinnick says. "Faculty members have been telecommuting for years. We're just trying to let other people make use of the technology."

For more information, contact Mr. Shinnick, Mark Hall, University of California, Davis, Cal.; (916) 752-3383; DWSHINNICK@UCDAVIS.

The Coalition for Networked Information is sponsoring a project to develop a prototype network to provide on-demand printing of books and journals.

at any site connected to the Internet, a network of computer networks.

Stephen C. Hall, director of Harvard University's Office for Information Technology, is managing the project, which involves several dozen colleges and universities.

The Consortium for University Printing and Distribution project, or cupro, plans to use existing technology to tailor books for courses and individuals, allowing inexpensive updated versions to be printed and bound quickly, Mr. Hall says.

"We basically want to make print more useful," he says, "and

help people do things a little bit better."

Eventually, he says, users will be able to call up documents from catalogues, proofread them, and make copies that are indistinguishable from a printed product. Computers would track the duplication of copyrighted material so fees could be assessed.

For more information, contact Mr. Hall, Harvard University, Office for Information Technology, 50 Church Street, Cambridge, Mass. 02138; (617) 495-3240; SHALL@HARVARD.HARVARD.EDU.

—DAVID L. WILSON

Briefly Noted

■ The Congressional Office of Technology Assessment has issued a report, "Finding a Balance: Computer Software, Intellectual Property, and the Challenge of Technological Change," on issues of ownership and copyright of in-

Information Technology

formation in electronic form. The 236-page report is available from the Superintendent of Documents, U.S. Government Printing Office, Washington 20402-9002 (202) 783-3238. The order number is 052-003-01778-2.

■ A list of textbooks for faculty members who use statistical software in business, engineering, mathematics, natural and social sciences, and other disciplines is available free from Minitab Inc., 3081 Enterprise Drive, State College, Pa. 16801-3008; (814) 238-3280.

■ Human-Machine Interface Systems, a collection of essays on the implications of computing for communication edited by Allen Klinger, a professor of computer science at the University of California at Los Angeles, is available for \$79.50 from Plenum Publishing Corporation, 233 Spring Street, New York 10013; (800) 221-9300 or (212) 620-8000.

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Admissions. "College Selection Service 1992," for IBM PC and compatibles. Lets students select four-year colleges from among 1,900 accredited institutions using such criteria as academic level, athletic and campus activities, campus setting, cost, enrollment, geographic location, and more. \$165. Contact: Peterson's, Box 2123, Princeton, N.J. 08542-2123; (800) 338-3282 or (609) 243-9111.

Art. "Spatial Wars: Principles of Perspective," for Apple Macintosh. Requires "HyperCard." Interactive, three-dimensional, animated stacks illustrate fundamental principles of perspective drawing; includes perspective of rectangular space, eye-level line, vanishing lines and points, inclined planes, and perspective types. \$45; quantity discounts available. Contact: Intellimation, Department 040, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Biology. "Milestones and Models," for Apple Macintosh. Requires "HyperCard." Animated interactive tutorial helps students understand processes of mitosis and meiosis as an animal cell. \$32; quantity discounts available. Contact: Intellimation, Department 040, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

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ward protection at three access levels; \$149. Contact: Computer Associates International Inc., One Computer Associates Plaza, Ithaca, N.Y. 14850-7000; (516) 345-3224.

Financial Aid. "Financial Aid Service 1992," for IBM PC and compatibles. Lets parents and students estimate the expected family contribution toward college costs and calculate the additional amounts that will be needed at any college for 1992-93; calculates average college cost by type of institution; includes descriptions of state and federal aid programs and financial aid from private sources. \$210. Contact: Peterson's, Box 2123, Princeton, N.J. 08542-2123; (800) 338-3282 or (609) 243-9111.

Literature. "Poetry Hispanoamericana," for Apple Macintosh. Requires "HyperCard." Annotated anthology of Spanish American poetry includes selections from major works from the beginning of Modernism to the present. "HyperCard" stacks dedicated to supplement advanced Spanish literature courses; includes biographical information about authors, commentary, cross references, and vocabulary definitions. \$29; quantity discounts available. Contact: Intellimation, Department 040, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Mathematics. "Personal Tutor, Algebra I: Integers and Rationals," for Apple Macintosh. Gives beginning algebra students extra help with integers and positive and negative fractions; includes vector illustrations on the number line for addition and subtraction to reinforce the operational rules; \$45; quantity discounts available. Contact: Intellimation, Department 040, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

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LETTERS TO THE EDITOR

A Rush to Judge the Higher-Education Act

TO THE EDITOR:

The House-Senate conference on reauthorization of the Higher Education Act will not begin until mid-June, and it could be mid-summer before Congress sends the final bill to the White House and dures the "education President" to veto it.

Nevertheless, according to *The Chronicle* ("College Officials Say Policies and Budgetary Constraints Have Doomed Reauthorization Bill's Promise of Reform," April 22), a gaggle of lobbyists and consultants (some of whom should know better) have already rushed to judgment with the view that whatever the conference produces will be unsatisfactory; more minor reforms and tinkering, incremental rather than radical change. "The forces of the status quo seemingly have won again," one pontificated.

Such judgments ignore the major substantive changes bill hawks make in almost every title of the Higher Education Act. For example, the final product of the conference will almost certainly include the following changes in federal student-aid programs:

- An overhaul of the Pell-Grant formula to target the neediest students more effectively. For the first time it would make the award unit-sensitive, take more realistic account of living costs, and, as more funding becomes available, make more middle-income families eligible. Currently, most eligibles from middle-income families receive the same award, whether they commute to their local community college or attend a four-year public or private institution in or out of state.

- Simplification of need analysis into a single system with a free federal form.

- Changes in the loan programs to provide more-flexible repayment options for low-income borrowers, while assuring eligibility for unsubsidized loans to all students regardless of income.

- A direct federal-lending demonstration involving some 500 institutions, which could set the stage for more radical overhaul of the loan programs in the future.

- Systematic strengthening of the roles of the federal government in program eligibility, the states in licensure, and the voluntary accrediting agencies in preventing program abuse and assuring academic quality.

- A broad authorization to promote early-intervention programs in

the states. This has the potential for leveraging for more sweeping reform throughout the elementary and secondary schools than the Administration's oversight and underwhelming proposals. It would give at-risk students early opportunities to enter a college track, with counseling and mentoring to guide them through their school experience and the promise of college scholarships for all who complete the program.

Such changes cannot fairly be characterized as tinkering with the status quo. And the final act will include many more changes of significance, including substantial overhauls of the graduate-fellowship programs, the foreign-language and area-studies programs, and provisions to strengthen teacher education and recruit minorities into teaching.

In summary, the 1992 amendments to the Higher Education Act will make the most sweeping changes since the law was first enacted in 1965. How, then, can such landmark legislation be so sharply dismissed?

One apparent cause is the loss of provisions making the Pell-Grant program an entitlement. . . . The higher-education community, which had long sought a Pell entitlement, was understandably disappointed. . . . Dropping the Pell entitlement was no betrayal, however: only a reluctant recognition that there is no practical way to achieve an entitlement under today's budgetary rules and restrictions, unless those rules are waived. In preparing its legislative recommendations for reauthorization a year ago, the American Council on Education sought the help of expert draftsmen who advised that a Pell entitlement can only be accomplished by the sudden death of title reform to the Ways and Means and Finance Education subcommittees had the same problem in shaping their bills. Their solution did not actually create an entitlement, it simply declared one. Both chairs, Sen. Claiborne Pell and Rep. William D. Ford, planned to take their bills to the floor and challenge the Congress and the Administration to deliver on their rhetoric about the priority for educational opportunity. Unfortunately the Democratic leadership failed to support them, the White House threatened a veto, and the offering provision had to be removed to obtain bipartisan passage.

When the Democratic Congress

and the Bush Administration are mired in gridlock, unwilling to confront an urgent domestic agenda, it makes no sense to blame the bill for the loss of the Pell entitlement. That must await a future President committed to leading Congress beyond rhetoric to achieve the necessary investment in our human resources.

Blaming the bill conveys exactly the wrong message: "We may have a lot of nice new authorities, but they'll never be funded." The right message is:

The reauthorization of the Higher Education Act represents major progress; now we have a lot of work to do. We must increase our efforts to hold Congress and the Administration responsible for fulfilling the promise of equal educational opportunity. If we do our work, the programs will be funded—some day, possibly, even a Pell entitlement.

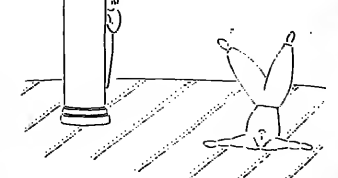
CHARLES B. SAWYERS, Jr.
Senior Vice President
American Council on Education
Washington

Presidential war powers and free speech

TO THE EDITOR:

Donald L. Robinson's commentary, "Make the President's War Powers a Key Issue in the Fall Campaign" (Point of View, April 22), is worthy of praise. It sounds an important note in the present political situation. The President's war powers are being overextended by placing a massive standing army in his disposal. The aims of the people of this country cannot be fairly represented or served solely through the political, business, and ideological interests of the executive branch. What is required in the face of world events is to foster the dissenting voice of political action and opinion. We must not be afraid to speak out against the overreaching policies of our appointed leaders and to resist the recent trend of equating patriotism with nationalism and criticism with the lack of pride.

Our Constitution guarantees the right to a form of government fueled by common sense, debate, reason, and consensus. . . . Our Constitution expressly provides any form of government that devotes its authority from the intentions of our ancestors. For this reason I would caution Mr. Robinson on his appeal in the "frankness." No matter how great their minds, the intentions of our forefathers



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there are not adequate to the demands of representative democracy. It was with this implication that Thomas Paine's words in *The Rights of Man* denounce monarchic and aristocratic forms of government as ignorant. Such government ultimately stems from the age-old and irrational veneration of the individual's opinion. And this is tantamount to the worship of the dead and the correlative law of blood revenge.

If this seems a bit far-fetched, consider that the "intention" of the "framers" is closed to all but those who practice the art of conjuring spirits. Our political debates cannot be held in a vacuum. We are at the disposal, not the spirit of the constitutional framers, but only the wants of a 200-year-old document. Accordingly, our concern ought to be with the gift and meaning of our original social contract. . . . We must question the value and the significance of our governing principles as they are represented in the words of our Constitution. We must put these words to the test. Or rather we must struggle to keep abreast of the many tests put to this document in the vicissitudes of history.

The Persian Gulf war is a recent case in point. Did this war promote the truth of our Constitution? . . . If, as Mr. Robinson's cogent commentary argues, the Persian Gulf war was an act committed in contravention to the inherent principle of freedom vouchsafed by our Constitution, then such an act must be condemned. If the President's initiative in this war precluded the possibility of the people to declare war, this initiative abrogated our most basic and cherished sense of free rule. To focus, as our President did, on whether we were willing to support our troops in this event, namely, whether we were willing to be blinded to the issue at hand, namely, whether a declaration of war constitutes a reasonable pursuit of the public good? To take away from us the ability to declare our reasons before we act is to undermine our real power of self-rule. . . .

The question at hand is not whether our forefathers would be pleased by the actions of President Bush with respect to the events of the Persian Gulf war. Rather it is whether we should condemn his actions as a real threat to our contract for a free society. In the face of such events as the invasion of Kuwait our first responsibility as citizens of a representative democracy is not to wince war but to debate its declaration. When the debate is declaration, when the debate has failed our Constitution in our

able as the idea that one can be a liberal. Or as non-sensible. Does New York blood surge through my veins? If New York offers scholars, residents, can I claim that I am New York blood where I live? I am a resident? This all sounds very much like Mark Twain's *Autobiography*. Wilson, in the "black" and the "black" baby were raised up at birth.

The University of Colorado has taken this notion to its National Social Science Council by asking to see people's "verdicts of blood cards." . . . Does the university's uphold social can laws? Of course the University of Colorado is not entirely in favor of racial determinism—it also has a legal team, which is incorporated into a committee that reviews essays written by purported Indians to see if they have enough to think like Indians. . . . to see if the culture is like the blood or if it has become like the blood to support the Indian view.

Not only is this sloppy, it is also wrong. The university administration has views so similar to those held by skinheads, Nazis, and the Klan members.

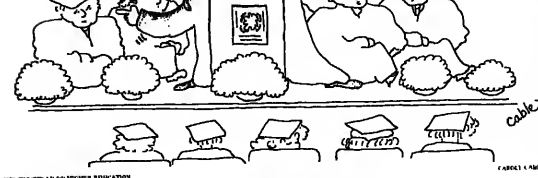
JOHN SWANER
Assistant Professor
of Mass Communication
California State University—Stanislaus
Turlock, Cal.

Secular rationalism in religion

TO THE EDITOR:

Irving Kristol ("Secular rationalism has been unable to produce a compelling, self-justifying moral code," *Chronicle*, April 22) certainly has a right to sing the praises of "secular capitalism" and to ignore the following: that 1 per cent of American population controls wealth that the bottom 90 per cent, that unemployment is widespread, that many are homeless, that nations are being fired at the same time that educational needs are unmet.

Isn't that, however, that he has a moral right to say that "today, in academic and intellectual circles, Nietzsche and his disciples, the Nazis, and Martin Heidegger, are almost unanimously regarded as the philosophical giants of the modern age." This is a blatant falsehood that the author all too complacently "indulged and academic circles" with suggestions of sympathy to Nazi



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ideas. Like other right-wing critics, Kristol appears to revel in the making of crude accusations about academics that have no foundation in truth. Most academics have probably not read either Nietzsche or Heidegger, and among philosophers, only a minority are followers of them. A look at philosophical books, journals, and significant diversity of thought and belief. It would not show "almost unanimous" high regard for these or any other particular thinkers.

It is surprising that *The Chronicle*, which in the same issue takes great care to present accurate information about faculty salaries, would choose to devote an entire half page to reprinting a speech that contains such unfounded distortions about faculty beliefs and values. I doubt that you'll publish a piece saying that all faculty are millionaires. Why be less scrupulous about publishing something that makes equally baseless claims about the beliefs of academics?

STEPHEN NATHANSON
Professor of Philosophy
Northwestern University
Evanston, Illinois

TO THE EDITOR:

Irving Kristol must surely not have bothered to read John Dewey's 1934 book *A Humanist Faith* as a preparation for his trashing of it. Kristol has his straw-man Dewey arguing, in the style of Kant and the Enlightenment, for "a faith in the ability of reason to solve all of our human problems, including our human need for moral guidance."

Dewey, in fact, rejected Enlightenment rationality along with its scientism.

LARRY A. HICKMAN
Professor of Philosophy
Texas A&M University
College Station, Tex.

TO THE EDITOR:

The Irving Kristol "Quotable" . . . is typical of a conservative think-tank philosophy. He first assumes that a religious context, specifically Judeo-Christian morality, is necessary to support Western problems. He and to resolve societal problems. He then proposes a "capitalist future" as the solution to the problems before us. Secular humanism and socialism, culturally nihilistic, will not work.

His ethnocentric focus on Western civilization ignores the status of the whole world where pure survival, not a religious purpose, is the force which motivates everyone. There is no one political system or religious philosophy that is going to correct societal problems. The "common people" who are the "bedrock of civilization" are the "bedrock of bourgeois capitalism" are also found all over the world, and they are not a system. In one paragraph, he states that a bourgeois proper, that owning democracy will prevail, and that the "uniqueness of its intellectual and artistic." In the next paragraph he insists that prospering depends on the creativity expressed in religion and the arts.

Besides this apparent contradiction, Mr. Kristol overlooks the weak-

nesses manifest in a capitalist system, especially in the United States: disproportionately wide separation between the classes, racial strife, unfair and excessive taxation, extensive unemployment and homelessness, unfavorable and unavailability health care, anelastic energy and conservation policies, and an increasingly unstable national economy. He also sees the collapse of socialism as the "vindication of a market economy." (As though our market economy is really working!) To compare the repressive bloc with the forms of socialism present in other countries and exposed here by Norman Thomas and Eugene Debs is to be naive and even contemptuous.

The problem we face as educators and, dare we say, "intellectuals" is to cultivate a broad view of human society in which we do not egalitarianly prescribe a euro-skill in the form of narrow religious, philosophical, or political system. We must develop learned and critical thinkers who will be able to perceive the whole human situation, be it secular or religious, and do not impose their faith. On the work toward improving society by doing whatever it takes politically, religiously, socially, and economically to make viable any system, be it Western or otherwise.

ROBERT M. CHAIKO
Instructor of Education
Indiana University
Bloomington, Ind.

TO THE EDITOR:

What are the "compelling, self-justifying" moral codes that Western religions have created, but that "secular rationalism" with its reliance on human reason "has been unable to produce?"

Surely not the moral code of orthodox Christianity—religion, at least, if it is. Thomas Aquinas is to be followed. According to him, reason is fully capable of grasping the nature of virtue. The Christian moral code is similar to that of rational individuals anywhere.

So we don't need to turn to the "avant-garde of modernism" for the idea that "rational philosophy could be relied on to come up with a code that is not identical with religion's, would be sufficiently congruent with it that the practical moral effect would be the same." This is the opinion of Christianity's greatest interpreter.

Although there undoubtedly are some differences between the Christian moral code and that of secular humanism, it more salient difference is the means relied upon to fulfill life's purpose. Christians think true fulfillment comes only through God's grace, whereas we secular humanists

see nothing better to rely upon than human resources. I doubt however that any sensible person, Christian, humanist, or otherwise, thinks there is something that will "solve all of our human problems" (as Kristol falsely describes humanism's attitude toward reason). Kristol is right, of course, to worry about the current state of morals. (When, after all, has this not been a valid concern?) But his ultimate objective seems to lie in further providing a religious groundwork for "bourgeois capitalism." And isn't that the sort of thing Western religions have considered abhorrent?

Sorry, but I just don't get it.

TERRY L. SMITH
Professor of Philosophy
University of the District of Columbia
Washington

TO THE EDITOR:

Irving Kristol decides what he sees as the failure of secular rationalism and/or secular humanism to provide a moral code.

The most important issue for thinking people remains: Does religion provide a world view that conforms to truth? That is, is it true? If not—and "not" is my conviction—as an atheist and freethinker—then it is shameful to attempt to develop a moral code for living based on faith (whether fraud, myth, or whatever well-intentioned the code, if religion is simply superstition, then it is wrong to point to it for guidance. In point of fact, however, many have developed ethical codes based on human and natural, not supernatural, values. Such values can teach right and wrong about killing, stealing, and so forth, without resorting to religion.

Though I am surely in no position to lecture Irving Kristol on such matters as Ayn Rand, I can and do argue that the purported culture of learned and critical thinkers who will be able to perceive the whole human situation, be it secular or religious, and do not impose their faith. On the work toward improving society by doing whatever it takes politically, religiously, socially, and economically to make viable any system, be it Western or otherwise.

Beside religion's being dangerous, there is insufficient reason to adopt the superstition of primitives as a guideline for living. Humankind has invented religion, and we can just as well synthesize something more useful a workable, guiding code of ethics, with notions of right and wrong, based on human social needs. We should favor open inquiry for the truth, and the consequences are reproducible—such as giving up on our wishful thinking for eternal life—then let the religions fall where they may.

MICHAEL W. ECKER
Associate Professor of Philosophy
Pennsylvania State University
Wilkes-Barre Campus
Lehman, Pa.

How the System Failed My Exceptionally Gifted Son

Continued From Preceding Page

aspects and levels of social reality, to form the capacity for lucid articulation, self-actualization, and creativity.

Instead, they seem to be engaged in an Oliver Twist-like quest for more: for admissions offices. It is more students with more A's on their transcripts; for faculty members, it's more books, articles, and papers on their *vivae*; for administrators, it's more money in their endowments. Never mind the resulting loss of creativity and spontaneity, the confusion between numbers and value, and the growing inability to distinguish the truly gifted individual from those who just play the game and earn good grades. Let's just have *more*! If one casually of this unholy crusade is an extraordinary young person, especially one of color, so be it.

I console myself that a parallel exists be-

tween the Ivy League college's response to my son and the written response of a young person with whom Deimr shared this poem, written when he was 15:

Gather up the force of reason
And pack love in every season
Could love be diffused with oplate hands
And quickly respond in true hands
The prison then would reach the skies
But love would once again be freed
By human eyes . . .

"What is this writing?" (the friend wrote back rudely. Today, this person is attending an Ivy League college on a full fellowship.

Cleary, even in this country, colleges do not always recognize or value exceptional people.

Asm Borlas is assistant professor of politics at Lithca College.

the question at hand is not whether our forefathers would be pleased by the actions of President Bush with respect to the events of the Persian Gulf war. Rather it is whether we should condemn his actions as a real threat to our contract for a free society. In the face of such events as the invasion of Kuwait our first responsibility as citizens of a representative democracy is not to wince war but to debate its declaration. When the debate is declaration, when the debate has failed our Constitution in our



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Lynchburg, VA 24502-2499
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EO/AA/VE

Central Virginia Community College is an equal opportunity employer. Women and racial minorities are encouraged to apply.

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NEW COMMUNITY COLLEGE OF BALTIMORE

Full-Time Faculty Positions in Nursing

The New Community College of Baltimore is a comprehensive, state-funded, urban community college serving the city of Baltimore at two campuses. The College is seeking qualified persons for an exciting period of growth.

REQUIREMENTS: Registered Nurses licensed in Maryland and a Master's degree in Nursing with major in Maternal and Child Health and/or Medical-Surgical Nursing. Experience in a clinical teaching preferred, and commitment to working in a multi-ethnic and multi-racial environment.

Detailed announcements for each of the above positions are available from the Office of Human Resources (410) 332-5444.

Letters of interest and resumes (with names and phone numbers of three references) must be postmarked on or before July 3, 1992.

For information, call or write:

Office of Human Resources/CHE 89
NEW COMMUNITY COLLEGE OF BALTIMORE
2011 Liberty Heights Avenue
Baltimore, Maryland 21215
(410) 332-5444

The New Community College of Baltimore is an equal opportunity employer. Women and racial minorities are encouraged to apply.

Central Virginia Community College

FACULTY POSITION

Central Virginia Community College is seeking faculty for a 9-month teaching position with full benefits and salary commensurate with the position. The successful candidate will be responsible for teaching and supervising students in the Department of Criminal Justice. A minimum of a Master's degree in Criminal Justice and five years of teaching experience are required. Submit resume, transcripts and two letters of professional recommendation to: Central Virginia Community College, 3505 Wards Road, Lynchburg, VA 24502-2499. Review of applications will begin June 22, 1992.

APPLICATION INSTRUCTIONS: To guarantee consideration, send letter of application, resume, transcripts and two letters of professional recommendation to: Central Virginia Community College, 3505 Wards Road, Lynchburg, VA 24502-2499. Review of applications will begin June 22, 1992.

For information, call or write:

Office of Human Resources
Central Virginia Community College
3505 Wards Road
Lynchburg, VA 24502-2499
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SOUTH PUGET SOUND COMMUNITY COLLEGE

South Puget Sound Community College, Olympia, Washington, anticipates openings for full-time faculty for 1992.

REQUIREMENTS: Master's degree in the field of the discipline. A minimum of five years of teaching experience in the field of the discipline. A minimum of a Master's degree in the field of the discipline. A minimum of five years of teaching experience in the field of the discipline.

APPLICATION PROCEDURE: Interested persons should send a detailed letter of intent, current resume and unofficial transcripts to: South Puget Sound Community College, 1000 1st Avenue, Olympia, WA 98501. Review of applications will begin June 22, 1992.

For information, call or write:

Office of Human Resources
South Puget Sound Community College
1000 1st Avenue
Olympia, WA 98501
Phone: (206) 754-7711 ext. 340

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MANATEE COMMUNITY COLLEGE

SEARCH #912-34. COMPUTER SCIENCE INSTRUCTOR (SEARCH CONTINUED). Venice Campus, Venice, Florida. Tenure track position. Qualified to teach a wide variety of computer science courses. REQUIRED: Master's degree in Computer Science or closely related field with 18 graduate semester hours in Computer Science. Current in the field and teaching experience preferred.

SEARCH #912-35. PSYCHOLOGY INSTRUCTOR, Venice Campus, Venice, Florida. Master's degree in Psychology or closely related field with 18 graduate semester hours in Psychology. Previous college teaching experience preferred. Preference will be given to candidates with a minimum of two years of teaching experience in the past two years and a minimum of two years of teaching experience in the past two years.

APPLICATION PROCEDURE: Interested persons should send a detailed letter of intent, current resume and unofficial transcripts to: Manatee Community College, 1000 1st Avenue, Venice, FL 33596. Review of applications will begin June 22, 1992.

For information, call or write:

Office of Human Resources
Manatee Community College
1000 1st Avenue
Venice, FL 33596
Phone: (813) 962-1111 ext. 340

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Adirondack Community College

Adirondack Community College, a comprehensive two-year college, is a member of the State University of New York (SUNY) system. Applications for the following tenure-track faculty positions. The starting date for these positions is September 1, 1992.

CHAIRMAN, DEPARTMENT OF BIOLOGY: Responsibilities include teaching Chemistry, Biology, and Environmental Science. A Master's degree in Biology is required and teaching experience is preferred.

ASSOCIATE PROFESSOR, DEPARTMENT OF BIOLOGY: Responsibilities include teaching Chemistry, Biology, and Environmental Science. A Master's degree in Biology is required and teaching experience is preferred.

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UNIVERSITY OF HAWAII

ASSISTANT PROFESSOR (I-3), or ASSOCIATE PROFESSOR (I-4), Department of Political Science, Position No. 83858A317. Subject to evaluation by the University of Hawaii. The position requires a minimum of a Master's degree in Political Science and five years of teaching experience. The position is open to candidates with a minimum of a Master's degree in Political Science and five years of teaching experience.

ASSOCIATE PROFESSOR, DEPARTMENT OF POLITICAL SCIENCE: Responsibilities include teaching Political Science, History, and Environmental Science. A Master's degree in Political Science is required and teaching experience is preferred.

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Program Manager for the Illini Union University of Illinois at Urbana-Champaign

Applicants are now being accepted for a Program Manager position for the Illini Union at the University of Illinois at Urbana-Champaign.

Program Managers are members of the Program Development and Administration Committee. They are responsible for the day-to-day management of the Union, including the planning, development, and implementation of programs and services. They also serve as a liaison between the Union and the University.

Applicants should have a minimum of two years of experience in student activities programming as a student or professional and a minimum of two years of experience in program planning and administration. They should also have a strong background in budgeting and financial management.

Minimum Qualifications: BA required, plus two years' experience in student activities programming as a student or professional and a minimum of two years of experience in program planning and administration.

Position is full-time with a starting date of August 3, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, resume and three letters of reference should be sent to:

For Immediate Consideration
Program Manager, Illini Union
University of Illinois
884 Union Street
Urbana, IL 61801
(217) 244-8332

Deadline for receipt of application materials is June 24, 1992 or until an acceptable candidate is identified. Persons of diverse backgrounds are encouraged to apply.

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

The Illini Union STUDENT AFFAIRS / University of Illinois at Urbana-Champaign

Endicott College Director of Admissions

Endicott College, an independent women's college offering Bachelor's and Associate degree programs, invites applications and nominations for the Director of Admissions. Located on a 200-acre campus in North Andover, Massachusetts, Endicott College is a liberal arts college with a strong emphasis on the liberal arts and sciences. The college is currently seeking a Director of Admissions who will be responsible for the overall management of the admissions process, including recruitment, admissions counseling, and the development of admissions materials.

Applicants should have a minimum of five years of experience in admissions, with a strong background in recruitment and admissions counseling. They should also have a strong background in the development of admissions materials and a strong background in the management of admissions programs.

Minimum Qualifications: BA required, plus five years' experience in admissions, with a strong background in recruitment and admissions counseling. They should also have a strong background in the development of admissions materials and a strong background in the management of admissions programs.

Resumes must be received by June 15th at the office of the Director of Admissions, Endicott College, 374 Hale St., Beverly, MA 01915. EOE/AAE.

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ASSOCIATE DIRECTOR OF HOUSING AND RESIDENCE LIFE



Responsible for management of residence hall and apartment life activities in the Department of Housing and Residence Life. Duties include supervising all residence hall and apartment professional staff, development of residence hall and apartment programs, and participation in management of the residence hall and apartment system. The position is a full-time position with a starting date of August 3, 1992.

Minimum Qualifications: BA required, plus two years' experience in student activities programming as a student or professional and a minimum of two years of experience in program planning and administration.

Position is full-time with a starting date of August 3, 1992. Salary commensurate with experience.

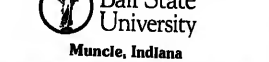
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University of Illinois
884 Union Street
Urbana, IL 61801
(217) 244-8332

Deadline for receipt of application materials is June 24, 1992 or until an acceptable candidate is identified. Persons of diverse backgrounds are encouraged to apply.

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ASSISTANT DIRECTOR OF MULTICULTURAL AFFAIRS



Responsible for the development and implementation of multicultural programs and services. The position is a full-time position with a starting date of August 3, 1992. The position is a full-time position with a starting date of August 3, 1992.

Minimum Qualifications: BA required, plus two years' experience in student activities programming as a student or professional and a minimum of two years of experience in program planning and administration.

Position is full-time with a starting date of August 3, 1992. Salary commensurate with experience.

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ASSISTANT DIRECTOR OF STUDENT LIFE Student Union/Conferences



Loyola University Chicago, a private, Catholic, Jesuit University, is in search of an enthusiastic professional to assist in the role of Assistant Director, Student Life of our Lake Shore Campus.

The selected candidate will coordinate the selection, training, supervision and evaluation of personnel for our Student Union Building, Recreation Center and Graphic Arts Center. Additionally, you will assist in the development and implementation of new programs, work schedules, and promotional materials, and promotional items for our College Bowl, Conference services and new student orientation.

Requires an extremely organized individual whose strong leadership, planning and communication skills will contribute to successful results. Related work experience coupled with a Masters in Student Personnel, Higher Education or related field essential.

Competitive compensation and benefits package offered. Please submit resume (not accepted) and position is successfully filled and the names, addresses and phone numbers of three references to:

For Immediate Consideration
Program Manager, Illini Union
University of Illinois
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Urbana, IL 61801
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ASSISTANT DIRECTOR OF HOUSING AND RESIDENCE LIFE



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Minimum Qualifications: BA required, plus two years' experience in student activities programming as a student or professional and a minimum of two years of experience in program planning and administration.

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Hamline University HALL DIRECTOR/ ASSISTANT DIRECTOR OF STUDENT ACTIVITIES



Hamline University is a selective liberal arts institution in St. Paul, Minnesota and invites applications and nominations for the full-time, 12-month position of Hall Director/Assistant Director of Student Activities and Hall Director/Summer Conferences Coordinator with a starting date of August 3, 1992.

Hall Directors are responsible for the day-to-day operation of 1-2 resident halls of up to 200 residents, including facility management, student development/programming, student conduct, advising 1-2 hall governments and supervision of 8-9 student staff. Position 1: The Hall Director/Assistant Director of Student Activities will assist the Director of Student Activities with the overall administration of campus activities, advise student organizations, create and lead leadership training, and assist with the overall summer conference program, including development, etc. Position 2: The Hall Director/Summer Conferences Coordinator will assist with the overall summer conference program, including development, etc.

Minimum Qualifications: Master's degree in student development or related field preferred with 1-2 years' direct experience in Residential Life. Knowledge needed in the areas of facility management, student development/programming, student conduct, and advising.

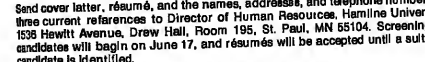
COMPENSATION: \$15,000-\$17,000 (salary dependent upon qualifications), 12 months room and board, and full benefits.

Send cover letter, resume, and the names, addresses, and telephone numbers of three current references to: Director of Human Resources, Hamline University, 1530 Hewitt Avenue, Dayton Hall, Room 195, St. Paul, MN 55104. Screening of candidates will begin on June 17, and resumes will be accepted until a suitable candidate is identified.

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ASSISTANT DIRECTOR OF HOUSING AND RESIDENCE LIFE



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Minimum Qualifications: BA required, plus two years' experience in student activities programming as a student or professional and a minimum of two years of experience in program planning and administration.

Position is full-time with a starting date of August 3, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, resume and three letters of reference should be sent to:

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Program Manager, Illini Union
University of Illinois
884 Union Street
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(217) 244-8332

Deadline for receipt of application materials is June 24, 1992 or until an acceptable candidate is identified. Persons of diverse backgrounds are encouraged to apply.

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DIRECTOR OF STUDENT HOUSING THE UNIVERSITY OF CHICAGO

The University of Chicago invites applications for the position of Director of Student Housing. The Director of Student Housing is the primary residence life officer for the University House System which accommodates 3,300 students in 11 residence halls. The House System is structured to support the educational goals of a rigorous, liberal arts curriculum and has non-traditional residence staff which includes 38 Resident Heads drawn from the ranks of faculty, administration, and professional students. Most are married and many have families. Resident Heads work to develop the Houses (which average 60 students) as stimulating social, cultural, and intellectual communities. They are assisted in their efforts by younger graduate and upperclass undergraduates in more traditional RA positions. In six large residence halls, senior faculty serving as Resident Managers encourage intellectual and social life by offering a variety of educational, cultural, social, and recreational programs.

The Director of Student Housing must provide vigorous leadership to the Housing Staff of over 100 people. The Director recruits, selects, and evaluates the Staff and coordinates work in counseling, programming, and discipline. The Director oversees the work of the central housing office in assigning and billing endowments, producing publications, and administering a large program and operating budget. In addition to the Deputy Dean of Students in the University, Senior administrators for the House System, including the Director of Student Housing, live in the residence halls.

The Director also helps shape the work of colleagues responsible for residence hall business operations and food service in an integrated organization reporting to the Deputy Dean of Students in the University. Senior administrators for the House System, including the Director of Student Housing, live in the residence halls.

An applicant must hold at least a Master's degree and have at least three years' experience working in a college or university residence system. The applicant's background must include supervisory responsibility for adult staff, budgetary and financial experience, and some familiarity with residence hall business operations. It is preferable that the applicant have experience in an educational setting similar to the University of Chicago. The successful applicant must demonstrate the ability to collaborate successfully with senior faculty and administrators. Compensation is competitive and includes generous living accommodations within the House System.

Screening of applications will begin immediately and continue until the position is filled. Preference will be given to applications received by July 10. The successful candidate must be available to assume responsibilities no later than September 1. Candidates should send a letter of application, resume, and the names and addresses of three references to:

For Immediate Consideration
Program Manager, Illini Union
University of Illinois
884 Union Street
Urbana, IL 61801
(217) 244-8332

History: The University of Massachusetts was founded in 1827 and is one of the oldest universities in the United States. It is a public university with a strong emphasis on research and scholarship.

ASSISTANT DIRECTOR OF HOUSING AND RESIDENCE LIFE



Responsible for management of residence hall and apartment life activities in the Department of Housing and Residence Life. Duties include supervising all residence hall and apartment professional staff, development of residence hall and apartment programs, and participation in management of the residence hall and apartment system. The position is a full-time position with a starting date of August 3, 1992.

Minimum Qualifications: BA required, plus two years' experience in student activities programming as a student or professional and a minimum of two years of experience in program planning and administration.

Position is full-time with a starting date of August 3, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, resume and three letters of reference should be sent to:

For Immediate Consideration
Program Manager, Illini Union
University of Illinois
884 Union Street
Urbana, IL 61801
(217) 244-8332

Deadline for receipt of application materials is June 24, 1992 or until an acceptable candidate is identified. Persons of diverse backgrounds are encouraged to apply.

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History: The University of Massachusetts was founded in

The Chronicle: Your Window on Academe



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BULLETIN BOARD: Positions available

Collection Management Coordinator for Literature Available August, 1992

RESPONSIBILITIES: One of a team of Collection Management Consultants reporting to the Director of Collections and Technical Services, responsible for developing and managing the scholarly information resources of the General Libraries. Coordinates the selection of materials and monitors the expenditure of funds for literature (English, French, Spanish, German, Russian and Slavic, Hebrew and Arabic) for the General Libraries. Serves as primary subject specialist for all areas of the collection. Selects current and retrospective materials, monitors serials and plans, makes preservation decisions, and evaluates new serials and electronic products. Serves as liaison and resource to faculty and students in relevant academic departments. Provides leadership in the literature section in promoting effective collection management and development. Evaluates the collection as appropriate to update and development. Develops and maintains the literature section's collection development policy statements, to supply information needed for the literature, the university, or other groups, and to obtain information for sound collection management decisions. Participates in faculty and student development projects and programs.

QUALIFICATIONS: ALA-accredited master's degree in library/information science, advanced degree in English or American Literature, or equivalent experience in a large academic or research library, or equivalent combination of education and experience. Knowledge of at least two languages in addition to English, German preferred. Self-motivated individual with strong ability in written and oral communication, and individual with strong ability in written and oral communication, and individual with strong ability in written and oral communication.

REVENUE: \$32,000-\$35,000 (librarian).
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REVENUE: \$32,000-\$35,000 (librarian).

Employment University is an Equal Opportunity Employer.

ASSISTANT TO THE PRESIDENT

During the past few years, Rockland Community College has initiated several programs to enhance academic excellence and to provide a high quality education. As a result of these programs, the college has achieved a high level of academic excellence and has been recognized as one of the best in the state. The Assistant to the President is responsible for the day-to-day operations of the college and for the implementation of the President's policies and programs.

The Assistant to the President for Institutional Success will continue the tradition of academic excellence and will be responsible for the day-to-day operations of the college and for the implementation of the President's policies and programs.

Interested candidates for this position should have solid experience in planning, organizing, and managing the day-to-day operations of a college or university. They should also have a strong background in academic excellence and a commitment to the college's mission.

Send a cover letter and resume postmarked no later than June 23, 1992 to: Assistant to the President, Rockland Community College, 145 College Road, Suffern, NY 10981.

ROCKLAND

A Community College of the State University of New York

145 College Road, Suffern, NY 10981

Library Management Coordinator for Literature. Available August, 1992. The position is responsible for the day-to-day operations of the college and for the implementation of the President's policies and programs. The position is responsible for the day-to-day operations of the college and for the implementation of the President's policies and programs.

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TRAINING DIRECTOR (Revised)

Counseling and consultation, Arizona State University, offering opportunity to qualified individuals to provide recruitment of doctoral interns and predoctoral students. Individuals will administer/coordinate predoctoral internship training and practicum programs; provide professional counseling to students with emotional, social, educational, and vocational problems.

Qualifications: Doctorate in Clinical or Counseling Psychology or equivalent from an accredited college or university and a min. of 2 yrs. post-doctoral counseling exp. and exp. in administration of intern training programs. Certified Psychologist or eligible for certification in AZ within 1 yr. from date of employment.

Desired: Demonstrated clinical exp. with college populations. Knowledge in program admin., training, of doctoral interns, and principal predoctoral of student dev. Skill in clinical assessment of psychological functioning, exp. of clinical case mgmt., coord. of intern exp., interpersonal relations, exp. in written/verbal communication. Completion of APA-approved internship and membership in professional associations desired.

Please submit current résumés and letters of reference by June 15, 1992 to: Employment Section, ASU, Tempe, AZ 85287. FAX: 408/771-2131. AA/EEOE.

Assistant Director for Public Affairs

The position of Assistant Director for Public Affairs is currently vacant at the National Association of Independent Colleges and Universities (NAICU). NAICU is the national association that represents private colleges and universities on public policy issues with the legislative, executive, and regulatory branches of the federal government. The position is responsible for the day-to-day operations of the college and for the implementation of the President's policies and programs.

Under the direction of the Vice President for Public Affairs, the Assistant Director for Public Affairs is responsible for researching and writing opinion pieces, press columns, and articles that communicate the college's position on public policy issues. The position is responsible for the day-to-day operations of the college and for the implementation of the President's policies and programs.

Excellent writing and editing skills are necessary. We are looking for someone who is able to write clearly and concisely. The position is responsible for the day-to-day operations of the college and for the implementation of the President's policies and programs.

Interested candidates should send a resume and letter of interest by June 15, 1992 to: Assistant Director for Public Affairs, NAICU, 125 C Street, N.W., Suite 700, Washington, D.C. 20001.

Professional consideration will be given to applications received by June 22, 1992. NAICU is an equal opportunity, affirmative action employer.

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Our client, the Small Arabian Marketing and Building Company, with headquarters located in Jeddah, Saudi Arabia, announces the following opening within their Training Department. Benefits include a generous tax-free salary, free housing, free medical, and 30-35 days vacation per year. Single, married and family status with child development benefits available.

ENGLISH LANGUAGE COURSE DESIGNER

The successful candidate will possess an M.S. in ESL or a BA in English plus a diploma or certification in ESL. Seven years experience teaching English as a second language is required as well as five years experience designing and writing ESL course materials.

Qualified applicants should submit their resume by mail or fax to the number below within 14 days from the date of this publication. Item must include a daytime/nighttime phone number where you can be contacted during normal business hours. You must be a U.S. or Canadian citizen to qualify. Resumes to:

THE LESLIE CORPORATION
10700 North Freeway, Suite 370-Eng
Houston, Texas 77037
FAX (713) 591-0921

DIRECTOR INTERNATIONAL OFFICE Winnipeg Institute of Technology

Winnipeg Institute of Technology is seeking a Director for its International Office. Located three miles south of Winnipeg, it has an enrollment exceeding 10,000 students and is a member of the Association of Colleges and Universities in Canada.

Qualifications: Doctorate in International Studies or equivalent from an accredited college or university and a min. of 2 yrs. post-doctoral counseling exp. and exp. in administration of intern training programs. Certified Psychologist or eligible for certification in AZ within 1 yr. from date of employment.

Desired: Demonstrated clinical exp. with college populations. Knowledge in program admin., training, of doctoral interns, and principal predoctoral of student dev. Skill in clinical assessment of psychological functioning, exp. of clinical case mgmt., coord. of intern exp., interpersonal relations, exp. in written/verbal communication. Completion of APA-approved internship and membership in professional associations desired.

Please submit current résumés and letters of reference by June 15, 1992 to: Employment Section, ASU, Tempe, AZ 85287. FAX: 408/771-2131. AA/EEOE.

BELOIT COLLEGE

Beloit, Wisconsin
Associate Director of Admissions
(Marketing/Management)
Two Positions

The Associate Director of Admissions (Marketing) is responsible for developing, evaluating, and operating the admissions marketing, recruitment, and scheduling plan. This person also works with the development of printed and video recruitment materials, the direct mail program, website, and telephone recruitment materials. This person also oversees the admissions office's responsibilities including travel, application evaluation, and regional management.

The Associate Director of Admissions (Management) is responsible for the management and coordination of the national recruitment plan and office operations. This person also oversees the admissions office's responsibilities including travel, application evaluation, and regional management.

Qualifications: Bachelor's degree.
 Previous Experience: At least five years of progressively responsible experience in admissions, marketing, sales, advertising, or business. Other: Appreciation and understanding of the liberal arts and commitment to the development of a diverse applicant pool; strong academic background; proven qualitative and quantitative skills; computer skills; strong interpersonal skills; strong work with autonomy and responsibility to manage programs; highly motivated; high personal energy level; willingness to work weekends and evenings is essential.

Salary: Moderate but reasonable.
 Interested candidate should send a resume and letter of interest by June 10, 1992, to Vice President for Enrollment & Student Services, Beloit College, 1901 W. 13th St., Beloit, WI 53511. No telephone calls please.
 The position will be available July 1, 1992; Beloit College is an AA/EEO Employer.

by the Southwest, offers the NORTH end of the country and the best of the Southwest. The position is responsible for the day-to-day operations of the college and for the implementation of the President's policies and programs.

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DIRECTOR OF STUDENT LIFE Queens College Student Union

(Revised Position Description)

WANTED: Energetic, creative, motivated individual. **SETTING:** The Student Union is located on the 26-acre campus of Queens College, 11th University at New York, serving the needs of a diverse multicultural student population of over 17,000.

CHALLENGE: The Director of Student Life is responsible to the Executive Director for directing the Student Life Office of the Queens College Student Union, including the planning and execution of a comprehensive program of student development, advancement, and public relations. Assist with new student orientation and Leadership Development. Supervise the Assistant Director, student managers and office staff.

REQUIREMENTS: Bachelor's degree required. Master's preferred and a minimum of four years' diversity related experience. Ability to work with diverse populations, and a high level of initiative, enthusiasm, and creative energy with excellent interpersonal relations skills.

SALARY: Salary upon with excellent benefits.

APPLICATION: Review of applicants will begin on Monday, June 22, 1992, and remain open until a successful candidate is chosen. Send résumés to:

Dr. Paul M. Simon, Executive Director
Queens College Student Services Corporation
Box 65-10
65-10 Kissena Boulevard
Flushing, New York 11357

Alternative Action, Equal Opportunity Employer

DIRECTOR, STUDENT COUNSELING SERVICE

Iowa State University

The Student Counseling Service at Iowa State University offers an individual and group counseling service to students. The service is an integral part of the university's commitment to student development and personal growth. The director will oversee the service and ensure that it meets the needs of the student body.

Qualifications: Graduate degree in psychology or counseling. Five years' experience in a counseling agency and three years' administrative experience. Must be licensed or eligible to become licensed by the State of Iowa. Minimum of salary range \$35,000. Salary will be competitive for a comparable university.

Application: Send letter, resume, and names and telephone numbers of three references to the Chair of Social Work, Office of the Vice President for Student Affairs, 311 Beardshear Hall, Iowa State University, Ames, IA 50011. Screening begins July 1; application accepted until position is filled.

ST. THOMAS UNIVERSITY

The Catholic University of the Midwest

University Registrar

A growing, private, comprehensive Catholic university, STU has an excellent and internationally diverse student population of 2,500. Over 85 faculty teach in 27 undergraduate majors. 11 graduate programs and the Law School. The main campus is situated on 140 wooded acres and is just north of Miami. Two outreach centers serve the greater South Florida community.

Responsibilities: Operating for a professional with hands-on management skills. Duties include a master's degree and 3-5 years' experience as a College/University Registrar; strong management skills; and knowledge of computerized systems. Must have experience in the use of the computer in a university setting. Must have experience in the use of the computer in a university setting. Must have experience in the use of the computer in a university setting.

Office of Human Resources
18400 N.W. 22nd Avenue, Miami, FL 33054
Fax (305) 626-6210

St. Thomas University is an Equal Opportunity Employer

The University of Houston-Clear Lake

is seeking an

Associate Director of Academic Computing

To manage and direct academic computing resources for faculty, students and staff on campus. UH-CL is seeking a professional with a minimum of five years' experience in academic computing. The successful candidate will be responsible for the development and implementation of academic computing programs. The successful candidate will be responsible for the development and implementation of academic computing programs. The successful candidate will be responsible for the development and implementation of academic computing programs.

Send resume and three references to:

Dr. Mark A. Smith, Director of Academic Computing

University of Houston-Clear Lake, P.O. Box 26960

Houston, Texas 77228-0690

Review of applications will begin on June 15, 1992.

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WOMEN'S GOLF COACH

Longwood College

Longwood College seeks a full-time coach (10 months annually) for the nationally renowned women's golf team.

Responsibilities: Organization and administration of the women's golf team. Instruction in golf technique and strategy. Development of team spirit and sportsmanship. Promotion of the college and the sport of golf.

Qualifications: Bachelor's degree or equivalent. Degree preferred. Must have previous coaching or professional experience in golf. Must have a strong commitment to academic and athletic excellence.

Salary: Commensurate with qualifications and experience.

Application Deadline: July 7, 1992

Starting Date: August, 1992

Send letter of nomination or application, with three letters of reference to:

Director of Athletics

Employee Relations Office

Longwood College

301 High Street

Farmville, Virginia 22909

Longwood College is an Affirmative Action/Equal Opportunity Employer.

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BULLETIN BOARD: Positions available

SAM HOUSTON STATE UNIVERSITY

Director of Institute for

Innovative Collaborative Programs

Sam Houston State University (SHSU), with 50 undergraduate, 77 graduate, and 10 doctoral programs, is the largest state-funded institution in Texas. SHSU is currently seeking a Director of the Institute for Innovative Collaborative Programs. The Institute will be responsible for the development and implementation of innovative collaborative programs between SHSU and other institutions of higher education.

Qualifications: Bachelor's degree or equivalent. Degree preferred. Must have previous experience in collaborative programs. Must have a strong commitment to academic and athletic excellence.

Salary: Commensurate with qualifications and experience.

Application Deadline: July 7, 1992

Starting Date: August, 1992

Send letter of nomination or application, with three letters of reference to:

Director of Athletics

Employee Relations Office

Longwood College

301 High Street

Farmville, Virginia 22909

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THE NATIONAL ENDOWMENT FOR THE HUMANITIES

Division of Fellowships and Scholarships Programs

HUMANITIES ADMINISTRATOR

Recruitment: The National Endowment for the Humanities is seeking a Humanities Administrator. The Administrator will be responsible for the management and administration of the Division of Fellowships and Scholarships Programs. The Administrator will be responsible for the management and administration of the Division of Fellowships and Scholarships Programs.

Qualifications: Bachelor's degree or equivalent. Degree preferred. Must have previous experience in administrative positions. Must have a strong commitment to academic and athletic excellence.

Salary: Commensurate with qualifications and experience.

Application Deadline: July 7, 1992

Starting Date: August, 1992

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Long

University of Hawaii at Manoa

Send resume to 7310 Woodward
Avenue, Room 200, Atlanta, Georgia 30318.
Salary: \$10,000 to \$12,000 per year.
Benefits: Health, dental, vision, life insurance.
Equal Opportunity Employer.

End Paper



The Bars Where the Blues Live

In the summer, Chicago is hot and dirty. Shirts stick to shoulders and the breeze that cools the lake shore high-rises is full of dust by the time it reaches past the El tracks on 48th Street. Wintertime, the Hawk howls up Indiana Avenue and folks quickstep from their rides, down the concrete stairs as fast as platform shoes allow, duck their hats under the low doorway into the smoky, loud, basement bar where the blues live. In every season, one dollar lifts the chain and admits the patron to within smelling distance of blues as played no place else in the world.

"Ghetto Blues: Photographs by Marc PoKempner," an exhibition of 50 black and white photographs of Chicago's neighborhood blues clubs, will be at the Northern Illinois University Art Gallery through June 13. The text above is from the photographer's statement for the show.

Do higher education and welfare mix? The experience of Santa Rosado, a young woman from a housing project in New Haven, Conn., who saved nearly \$5,000 from her part-time job for college, suggests they do not. The Connecticut Supreme Court has ruled that Ms. Rosado's mother should repay the state \$9,342 in welfare benefits that she had received from August 1988 to August 1989. The reason? Ms. Rosado's savings, and \$989 saved by her younger brother, counted as family assets. Under federal law, families are ineligible for welfare if they have more than \$1,000 in assets, including children's savings. Connecticut officials said they did not agree with the law, enacted in 1981 at the behest of the Reagan Administration, but said they had to enforce it because Connecticut gets half of its welfare funds from the federal government.

A spokeswoman for the state's Department of Income Maintenance said the agency hoped it could make an exception in this case.

Meanwhile, Connecticut's two U.S. Senators, Christopher J. Dodd and Joseph I. Lieberman, have introduced a bill to exempt Ms. Rosado's mother from having to repay the money. The two Democrats have also proposed general legislation that would allow dependent children of parents on welfare to save money if they use it for education.

"They're now allowed to work. They're just not allowed to save," said an aide to Mr. Lieberman. Those measures may be too late for Ms. Rosado. Now 20 years old and attending South Central Community College, Ms. Rosado has since spent her savings on clothing, jewelry, and other items. She said state welfare officials advised her to spend all her money so her family could regain eligibility for welfare.

Welfare and higher education has also been an issue in Wyoming, where Gov. Michael Sullivan, a Democrat, has signed a bill designed to curtail welfare spending on college students and their families.

The bill orders the state's Department of Family Services to ask the federal government for the right to cut off welfare benefits to clients who are pursuing education beyond an initial bachelor's degree. It also calls for cutting off benefits to recipients who take more than four years to complete an associate degree or more than six years for a bachelor's degree—or at least to allow the state to exclude such students' financial needs when calculating their families' overall need.

Mary Ann Budenske, a welfare activist who received the aid herself while in law school, said the measure would directly affect only a few people, but could discourage women from pursuing higher education. "We keep doing things that are very coercive to women with children," she said.

Government & Politics

\$1.4-Billion Shortage in Pell Grants Confounds Budget-Conscious Lawmakers and Administration

Campus officials nervously await solution as Washington vows to cut in student aid

By THOMAS J. DeLOUGHRY

College officials are nervously awaiting word on how Congress will deal with a deficit of \$1.4-billion in the \$5.5-billion Pell Grant program.

The Bush Administration revealed the shortage last month, admitting that it had underestimated by as many as 300,000 the number of students who qualified for the grants in the current academic year and will be eligible in 1992-93. The news came as Congress began work on spending bills

for the 1993 fiscal year, which starts in October.

Lawmakers and Administration officials have vowed not to cut students' grants to make up for the shortage—leaving themselves with the task of finding the money in a very tight budget. They are working under the constraints of a 1990 agreement between Congress and the White House that allows only tiny increases in spending. Education Department officials have not explained why their original budget estimates were so far off the mark, but college

officials blamed it on increased demand for aid because of the recession. More people are attending college or job-training programs because employment prospects are dim, the officials said, and more students already in college have become eligible for the grants because their parents have lost their jobs.

In January the Education Department asked for \$332-million in Pell Grant funds for shortages in the current and the upcoming academic year, but it now expects the deficit to be \$1.4-billion. The increase in recipients also means that Congress must appropriate \$6.4-billion for the 1993-94 academic year to hold grants at the current level of \$2,400 a year—an increase of \$900-million over the 1992 appropriation.

White House Approach Rejected

Even before the Education Department announced the mammoth shortage, Congress was expected to have difficulty finding money for the grant program. That is because lawmakers have routinely rejected the Administration's recommendation that they pay for increases in Pell Grant appropriations by cutting the College Work-Study program, Supplemental Educational Opportunity Grants, Perkins Student Loans, and State Student Incentive Grants.

Lawmakers searching for a solution to the problem have told Administration officials that they cannot drop a multibillion-dollar bombshell on Congress without suggesting ways to defuse it.

Education Secretary Lamar Alexander has suggested that Congress hold the size of the largest Pell Grants at \$2,400 a year and tighten eligibility rules for the grants. But department officials and lawmakers agree that the Secretary's suggestion will not close the gap and they are considering other ideas.

The option of paying for the entire shortage with 1993 funds would violate limits on domestic spending set in the 1990 budget

Continued on Following Page



Gana Norman Thompson of Carolina U. of Theology. "We want to do what our Bible faith leads us to do and advocate our students based on moral principles."

By JOYE MERCER

Ask the president of Carolina University of Theology what's wrong with most of American education today and he has a ready response: God is nowhere to be found.

That, in a nutshell, is why the president, Gene Norman Thompson, wants North Carolina to keep its distance from his small Bible college, located in the fellowship hall of a Baptist church in Cramerton. He says state officials are infringing upon his First Amendment right to freedom of religion by telling him what programs he can and cannot offer. Any interference by the government of North Carolina violates the constitutional separation of church and state, Mr. Thompson contends, and will gradually make his university more secular.

A Rise in Complaints

State officials in North Carolina and elsewhere disagree. They have seen a rapid growth in Bible colleges—from 40 five years ago to 100 today, and from years ago to Florida to nearly 50 over the same period—with a corresponding rise in complaints about the quality of the education offered by a few of the institutions. Problems are so widespread that those charged with overseeing such colleges



John F. Covey of the U. of North Carolina. "The last we can do is change the law so that we can say specifically what Bible colleges can do and what they can't do."

formed a national association in 1975 that meets annually to share ideas and information.

In states where regulation of Bible colleges is weak, government officials are looking for ways to insure that students at

Continued on Page A24

House Votes to Overturn Fetal-Tissue Ban; Margin Isn't Big Enough to Override a Veto

By STEPHEN BURD

WASHINGTON Supporters of a bill to lift a ban on federal support for research involving the transplantation of fetal tissue failed last week to gain the votes that would be needed to override a promised veto by President Bush.

The House of Representatives voted 260 to 148 to lift the ban, falling 12 votes shy of a veto-proof majority. Twenty-seven lawmakers did not vote.

The provision to lift the ban was included in a bill that would reauthorize the National Institutes of Health for the next five years.

"This is very disappointing," said Kenneth J. Ryan, a professor of obstetrics and

gynecology at Harvard University's medical school. "This means that the country is going to continue to neglect the needs of patients who could benefit and is going to let important research not go forth."

Top Goal of Researchers

The bill, a compromise version of measures previously approved by the House and Senate, would also make it more difficult for the government to block NIH studies on sexuality.

Lifting the fetal-tissue ban this year has been a top goal of biomedical researchers, who complained that it impeded crucial research and amounted to political interference in the scientific process. They said

Continued on Following Page

NH Regional Primate Centers Hope Reauthorization Means More Money

By STEPHEN BURD

Officials at the National Institutes of Health's seven Regional Primate Research Centers hope that provisions in the NIH reauthorization bill will translate into more money for them to build new facilities and improve existing ones.

The bill calls for the distribution of federal funds, to be matched by private money, for the construction and renovation of the centers' laboratories and animal-breeding and support facilities.

By the early 1960's, the Regional Primate Research Centers were affiliated with major research institutions across the country: Emory, Harvard, and Tulane Universities; the Medical Research Foundation of Oregon; and the University of Washington, of Wisconsin at Madison, and of California at Davis.

At the centers, core groups of scientists try to replicate human diseases—such as hypertension, thrombosis, colon cancer, Parkinson's disease, and AIDS—in the primates to learn more about the ailments and to develop treatments and cures.

Because the high cost of monkeys and chimpanzees prevents most universities from having enough primates to study, researchers throughout the country come to the federal facilities. In all, 333 scientists representing more than 300 universities and research institutions made use of the centers' resources in 1991.

10,000 Specimens

In addition to on-site research, each year the centers provide laboratories across the country with more than 10,000 specimens of entire organs, cell and organ tissues, blood specimens, and bodily fluids.

Last year the centers' budget was \$37.4 million.

Scientists say the centers are essential to biomedical research because they serve as national repositories of primates, the closest animal relatives of human beings.

Animal-rights supporters, however, want Congress to close the centers rather than improve them. They question the value of the work at the centers, saying that differences in the metabolisms of primates and humans make it unlikely that studies conducted at the centers will produce information that is essential to the care of people.

Showing that they play a central role in solving human health problems may be a key to the primate centers' future. Congress must still decide whether to deliver on promises made in the reauthorization bill to give more money to the centers for new facilities.

'An Enormous Pressure'

The centers' directors and researchers say that they desperately need the money promised in the reauthorization bill because 30 years of use have taken their toll on the facilities.

Dou C. Gibson, director of the Regional Primate Research Centers program at the NIH, says:

Peter J. Gerone of Tulane U's primate center. Testing vaccines on animals before humans is "the only ethical thing to do."

Betsy Todd, an animal-rights advocate. The centers "are trying to find experiments to justify having lots and lots of expensive animals."



"From 1974 to now, we have increased the number of grants supported at the center four to five times. Yet, we have not been able to increase our space. This has obviously created an enormous pressure."

The centers must also comply with animal-welfare regulations set out by the Agriculture Department that require researchers to improve the psychological well-being of the

House Votes, 260 to 148, to Overtake Fetal-Tissue Ban

Continued From Preceding Page

The President and anti-abortion leaders have argued that the use of fetal tissue from abortions would encourage women to have more abortions. The President recently signed an executive order establishing a fetal-tissue ban for research on ectopic pregnancies and spontaneous abortions.

Proponents of lifting the ban thought in recent weeks that they might be able to override a veto when some Republicans and anti-abortion lawmakers expressed support for the bill. In the final vote, 43 of 159 Republicans voted to lift the ban, while 32 of 248 Democrats voted to keep the ban.

'Brain-Stealing Activity'

In the end, though, anti-abortion supporters had enough votes in the House to back up Mr. Bush. Rep. Christopher H. Smith, a Republican from New Jersey, said the President's order to establish the ban was much preferable "to the brain-stealing, brain-bleeding activity" of transplanting tissue from fetuses from indirect abortions.

Some other Republicans, how-

ever, said that while they supported the fetal-tissue provision, they could not vote for the reauthorization bill because of the costs to carry it out.

Those representatives said the final bill would authorize \$3-billion more for the NIH than the President wants. They particularly criticized a proposed research-facilities program. "We cannot vote for this at a time when we must work to balance the budget," said Rep. Robert S. Walker, a Republican from Pennsylvania.

Rep. Henry A. Waxman, a Democrat from California and the leader of the House fight to lift the ban, said Representatives were using the money issue as "another excuse to keep us from lifting the ban."

He added, "As a result, research will stop and people will die."

Pell-Grant Shortage Confounds Lawmakers and Administration

Continued From Preceding Page

College officials say paying off past debts year after year would make it impossible for Congress to increase the size of grants for a long time.

Hoping to Bend the Rules

"You're talking about reduced benefits for incoming students because Congress is having to use part of the funds to pay benefits for a larger-than-expected number of current recipients," said Becky H. Timmons, director of Congressional liaison for the American College Education.

Ms. Timmons and other higher-

education officials said they would prefer to solve the problem in the shorter term, but in a way that would not devastate other education or health-care programs. They say the budget rules in the past to provide assistance to failing savings and loan associations.

David Balme, director of education funding for the National Association of Independent Colleges and Universities, said one way of skirting the budget rules would be for President Bush to request an "emergency" appropriation for the Pell Grant program. Mr. Bush made such a request to win funds for riot-torn Los Angeles. "We feel that this merits an emergency designation," Mr. Balme said.

Markets Seen Helping Colleges Hold Down Overhead Rates

Continued From Preceding Page

The government's current budget has given colleges a new incentive to seek money directly from Congress for research building, a study indicates.

The study found that a typical research university could raise its overhead rate significantly if it acquired a new building by borrowing money or using its own money. But if the institution won a Congressional earmark, the study said, the overhead rate could decline slightly.

Ken Peat Marwick, an accounting firm that helps about 40 colleges manage their federal grants, said the study in response to a question about a hypothetical institution with an overhead rate of 50 percent and \$50-million in federal money for which the institution was eligible to receive overhead payments.

That amount would put the institution about halfway down the list of 120 top recipients of such

Government & Politics

AIOS to keep their program alive," says Betsy Todd, an animal-rights advocate at the College of Saint Vincent and a member of the Medical Research Modernization Committee, a group of health professionals who question the relevance of much of today's medical research and generally oppose the use of animals in research.

"They are trying to find experiments to justify having lots and lots of expensive animals," she adds. "If AIDS wasn't the disease of the day, the regional primate centers would be telling us how important the animals were to sudden infant death syndrome studies, or whatever disease is causing the most alarm."

Critics of the centers also say that the animals that the centers use are too unlike humans with the disease and therefore may not be helpful in the quest.

Models Are 'Imperfect'

Primate-center officials say they are doing important work that will lead to the discovery of an AIDS cure and a greater understanding of the disease. But some of the centers' directors do admit that the models are "imperfect."

Dr. Gibson of the NIH says there is no firm evidence that results from the animal models "are transferable to humans." Chimpanzees have been infected with HIV, the virus that scientists believe leads to AIDS in the United States, but do not develop AIDS. Other monkeys have developed viruses that resemble but are not identical to HIV-1. He says, however, that the centers have developed "a more promising" model—a macaque monkey that has been infected with HIV-1 and that has begun to show early symptoms of AIDS.

While the centers' critics say that significant biological differences between primates and people make vaccine safety tests on animals useless, Mr. Gerone of the Tulane primate center says that testing vaccines on animals before humans is "the only ethical thing to do."

He adds, "Once we've proven that a vaccine can work against a monkey virus, then we will have to prove that the same vaccine will also work with HIV in humans. But at least we will not be stumbling around in humans, blindly trying vaccines we know nothing about."

Marking relates to overhead costs because the biggest factor pushing overhead rates up is the cost of renovating and expanding scientific research facilities. Federal rules allow universities to charge the government, over a long time, for the depreciation of their research facilities and for the costs of acquiring and maintaining them.

They can also bill the government for the interest due on any money that they borrowed for the renovation.

But since they didn't have to borrow money, they have no interest payments to pass along, either. That means the overhead costs that the universities can charge to the government are much lower.

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Government & Politics

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By COLLEEN CORDES

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Think the downward pressure on indirect-cost rates will cause universities to look for new directions for finding for facilities.

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Like value of the recent scandal over building universities' including major items in their overhead bills, institutions are under intense pressure from Congress, the Administration, and their own faculty to hold down the rates they charge the government for the overhead costs of research.

Cost of Renovations

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calls, the institution had estimated that a new building would add 10 percentage points to its overhead rate.

Government negotiators, however, allowed the university to add only about 5 points to its rate. That meant the university would actually collect an additional \$1.25-million a year in overhead payments—about half of the increase it had calculated it would receive because of the new building. Winning construction money from Congress avoids that kind of risk.

"I think the downward pressure on indirect-cost rates will cause universities to look in new directions for funding for facilities," says Ralph E. Powe, vice-president for research at Mississippi State University. "And of course, one of those directions will be earmarking, in some cases."

Status of Federal Legislation

As of 5 p.m. May 28, 1992. Bold type indicates changes since April 9, 1992.

LEGISLATION	MAJOR PROVISIONS	STATUS
Budget cuts HR 4950, S 2403	COMPROMISE BILL: Would eliminate \$1,348-million in earmarks for savings projects in fiscal 1992 appropriations bills. Would grant the Secretary of Defense the authority to decide whether the Pentagon should provide \$133.8-million in earmarks for 39 university-based research projects. Would cut the National Science Foundation's 1992 research budget by \$2-million. Would cut the National Institutes of Health budget by \$2.878-million.	Sent to the President
Copyright HR 4412, S 1035	BOTH BILLS: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	HOUSE: Approved by subcommittee March 12, 1992 SENATE: Passed September 27, 1991 S Rep 102-141
Education research HR 4024, S 1278	BOTH BILLS: Would reauthorize the Education Department's Office of Educational Research and Improvement. Would create new programs to disseminate the results of research supported by the office. HOUSE BILL: Would create a board to set research priorities for the Education Department. SENATE BILL: Would create a board to advise the Education Department on research issues. Would create new programs for research on education in other nations and for exchanges with nations in Central and Eastern Europe.	HOUSE: Approved by subcommittee May 20, 1992 SENATE: Approved by committee March 18, 1992 S Rep 102-289
International exchange HR 3215	HOUSE BILL: Would authorize \$20-million in new federal spending on education and research exchanges between American and Latin American scholars.	HOUSE: Approved by subcommittee May 19, 1992
Job training HR 3038, S 2085	BOTH BILLS: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would limit job-training programs supported under the act to state and federal efforts to reform the welfare system.	HOUSE: Passed October 9, 1991 H Rep 102-240 SENATE: Passed April 9, 1992 S Rep 102-204
National Institutes of Health HR 2697	COMPROMISE BILL: Would reauthorize the National Institutes of Health. Would limit the amount of federal support for research on tobacco, HIV, and the consequences of fetal tissue. Would authorize additional spending on health programs affecting women. Would require a requirement that selected research funds be used to support research on women's health. Would make it more difficult for the Secretary of Health and Human Services to make federal research support available to state and local governments.	House passed conference report
National Science Foundation HR 2092	HOUSE BILL: Would amend the 1986 act that authorized the National Science Foundation. Would require the foundation's budget ceiling for fiscal 1992 to be the President's recommended level of \$2.723-billion. The amendment would also allow up to \$100-million to be used to support research on health-related issues and up to \$25-million to support a new program for research on health-related issues.	HOUSE: Passed July 11, 1991 H Rep 102-138
Research facilities HR 3407, S 844	BOTH BILLS: Would amend the 1986 act that authorized the National Science Foundation. Would require the foundation's budget ceiling for fiscal 1992 to be the President's recommended level of \$2.723-billion. The amendment would also allow up to \$100-million to be used to support research on health-related issues and up to \$25-million to support a new program for research on health-related issues.	HOUSE: Approved by committee April 2, 1992 H Rep 102-498 SENATE: Passed October 18, 1991 S Rep 102-141
Science education HR 2508	HOUSE BILL: Would amend the 1986 act that authorized the National Science Foundation. Would require the foundation's budget ceiling for fiscal 1992 to be the President's recommended level of \$2.723-billion. The amendment would also allow up to \$100-million to be used to support research on health-related issues and up to \$25-million to support a new program for research on health-related issues.	HOUSE: Approved by committee April 2, 1992 H Rep 102-508
Student aid HR 3053, S 1190	HOUSE BILL: Would amend the 1986 act that authorized the National Science Foundation. Would require the foundation's budget ceiling for fiscal 1992 to be the President's recommended level of \$2.723-billion. The amendment would also allow up to \$100-million to be used to support research on health-related issues and up to \$25-million to support a new program for research on health-related issues.	Conference

States Seek More Regulation of Bible Colleges

(Continued From Page A21)

the colleges and those who later employ graduates can have confidence in the degrees that the institutions award. But the oversight issue is rarely raised until complaints about a particular institution are made. And when Bible-college oversight comes up, officials say they do not always have support from lawmakers to toughen state regulations.

Since 1991, Carolina University of Theology has been offering classes that Mr. Thompson says prepare students for careers in the ministry, religious education, and counseling. The school is fighting North Carolina's attempt to learn more about its programs and alumni.

"The only problem I have with state regulations is that the state has a tendency to relegate God in a mythical identity," Mr. Thompson says. "They can't prove that He exists, and that attacks our basic faith. We did not want to be regulated by the state. We want to do what our Bible faith leads us to do and educate our students based on moral principles."

Degrees in Biblical Studies

The Carolina University of Theology grants bachelor's, master's and doctoral degrees in several subjects, including Biblical studies and counseling; enrolls about 100 students; and charges tuition of \$1,200 a year. The courses, some of which are offered through the mail, are taught by 12 professors, including Mr. Thompson and some church pastors.

Mr. Thompson admits that some students can get through the programs in a matter of months, but he says that is because credits can be awarded for life experience—the knowledge gained from years spent in a particular line of work, for in-

stance. "We are not a diploma mill and I'd be willing to stack our education up side by side with anybody else in the state," he says. John F. Corey, associate vice president for planning at the University of North Carolina system, says that state officials need more control over colleges like Mr. Thompson's to make sure students are earning degrees and not simply buying them. The university system licenses colleges and universities.

"We exempt no one."

I know the Bible, and no place in the Bible does it say that anybody has the right to grant degrees."

lies through powers vested in it by the General Assembly in the 1970's. Bible colleges are exempt from that requirement, although the enclaves must apply for the exemption.

"The least we can do is specify the law so that we can do specifically what Bible colleges can do and what they can't do," Mr. Corey says.

To be licensed by the university system, a postsecondary institution must meet several "minimum standards" relating to programs, facilities, faculty, financing, organization, and student services. Programs leading to religious vocations are not subject to those criteria. Although the institutions must prove "to the satisfaction" of the state Board of Governors that they should be exempt, the regulations do not say what proof—if any—is needed.

To Mr. Corey, the regulations

mean he may ask for information about the colleges and their programs, including lists of graduates and course catalogs, to determine whether they are legitimate. He also has asked some colleges to change the names of courses and degrees that sound secular to reflect their religious orientation. But Mr. Thompson says the state's regulations do not give Mr. Corey that authority.

In addition, Mr. Corey and other UNC officials say that some of the guidelines for licensing non-religious private institutions, particularly those that require them to be corporate entities and show evidence of financial stability, should apply to Bible colleges as well.

Carolina University of Theology, whose answering-machine message refers to it as "Carolina University," has had exemptions for some programs, but the state Attorney General's office is investigating the school for offering, without the exemption, a Ph.D. program in Christian counseling and psychology. Mr. Thompson, however, says he already has an exemption for the program.

If the school continues to offer the program, the matter could wind up in court, says Thomas J. Ziko, special deputy Attorney General in the education section.

'Overstepping'

John S. Freeman represents Carolina University and two other Bible colleges in North Carolina that are seeking exemptions for all of their programs. The lawyer contends that officials are "overstepping" their authority and coming precariously close to crossing the line that separates church and state.

Of the 50 Bible colleges that offer programs in North Carolina, most have exemptions, or exemptions

are pending. But fewer than half are accredited by agencies recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation. Without accreditation by recognized agencies, students do not qualify for federal aid.

While colleges do not have to be accredited to be licensed or exempted in North Carolina, Brian C. Donley, president of John Wesley College, says accreditation insures a reasonable level of quality. That assurance is particularly important to Bible colleges, which skeptics

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have often thought of as "glorified Sunday schools," he says.

"You want to insure that the quality is there for the student, and there has to be some kind of way to establish whether the person is getting what they're paying for," says Mr. Donley, whose North Carolina college is accredited by the American Association of Bible Colleges and is cited by state officials as a reputable Bible college. "I would hate to see us get into the diploma-mill business here."

Carolina University of Theology is not accredited by AACB, Mr. Thompson says, but is affiliated with the Accrediting Commission International of Schools, Colleges, and Seminaries, an Arkansas body that is not recognized by the federal government or the Council on Postsecondary Accreditation.

Officials in several states say the commission is the same one that operated in Missouri several years ago, calling itself the International Commission for Schools, Colleges, and Theological Seminaries. That group was barred from further activities in the state after a "sting" operation by Missouri's Attorney General revealed how easily a fictitious college could gain accreditation. But John Sheels, president of the commission, denies that it is the same agency, although it has many of the same members.

Argument Called Irrelevant

Many educators—including some involved in religious education—say it is appropriate for states to increase their regulation of Bible colleges.

Says the Rev. Jim Walls, executive director of the Association of Theological Schools in the United States and Canada, which accredits graduate programs in theology at 180 institutions: "I think the state has a responsibility to protect the public. I don't think the argument of separation of church and state is relevant in this type of situation."

Warren D. Evans, accreditation specialist with the Pennsylvania Department of Education, agrees. "We exempt no one," he says, and adds: "I know the Bible, and no place in the Bible does it say that anybody has the right to grant degrees."

Government & Politics

An 1898 Pennsylvania law requires that any college, university, seminary, or institution that awards credits and confers degrees must be licensed by the state. To be licensed, institutions must meet several criteria, including having at least eight full-time professors and a minimum accreditation. They must also seek full accreditation.

"Exercise of Responsibility" "Our biggest problem is people who come in from North Carolina, Florida, and elsewhere who think they do the same thing here as they do down there," Mr. Evans says. "Without our law, all kinds of substandard situations would prevail."

Gilbert A. Peterson, president of Lancaster Bible College, says Pennsylvania's requirements have not limited his institution's religious freedom.

"I think the requirements are an exercise of the state's responsibility to protect the public," says Mr. Peterson, an ordained minister and member of the board of the American Association of Bible Colleges. "If you're offering services and taking money from the public, you do put yourself under some obligations."

John A. Owston, a Tennessee minister who has written articles for Christian publications about what he calls "theological diploma mills," says states need more power to regulate what goes on at some Bible colleges.

"When a person claims to have a certain degree, it is perceived that this has taken some time and a lot of effort to attain," says Mr. Owston, who attended Kentucky Christian College and Emmanuel School of Religion. "I don't think the government should have total control, but I worked hard getting my education, and it aggravates me that there are people that can, with money and with minimal work, get Ph.D.s."

Sandra L. Knight, associate director of Florida's Board of Independent Colleges and Universities, agrees that more oversight is needed, especially changes in the law that would give the board power to regulate the names of degrees that Bible colleges could gain accreditation. "But the difficulty comes when you try to put the 'religious' diploma mills out of business and not affect the legitimate schools," she says. "It's very difficult to craft language to do that."

As in North Carolina, Bible colleges in Florida are exempted from licensing.

"The legitimate people who run legitimate colleges cannot comprehend that someone would hide behind the cloak of religion and use it to defraud people," Ms. Knight says.

Government & Politics

STATE NOTES

Head of New Mexico student-loan agency quits after audit

University of California system toughens its residency rules

Alaska regants approve reorganization of rural-campus system

John Merrett resigned as head of the New Mexico Educational Assistance Foundation last month after an audit found up thousands of dollars in expenditures he had authorized for travel, entertainment, and lobbying.

The foundation, a semi-autonomous state agency that manages about 100,000 dollars in loans to students attending New Mexico colleges,

before they are eligible to pay resident fees. Graduate, married, and some other categories of non-resident students are exempted from the new rules.

The new residency requirements are designed to increase revenues for the university, which is facing significant budget reductions because of anticipated lower levels of state support. Revenues are projected to increase by \$6-million in 1994 and up to \$20-million by 1997.

The University of Alaska Board of Regents has approved a reorganization of the system's five-campus College of Rural Alaska, most of whose students are Alaskan natives.

The division was formed from rural community colleges in a 1987 cost-cutting measure and placed under the direction of the University of Alaska at Fairbanks. The 1987 reorganization, which took place amid severe state budget reductions, provoked heated complaints from rural educators that services to the students were being unfairly cut.

Under the current plan, the rural college's departments of education and behavioral sciences will come under the direction of Fairbanks campus's College of Liberal Arts. In addition, the rural campus's cross-cultural education and rural-development programs will now report directly to the chancellor of the Fairbanks campus.

College officials said that by removing one level of administration—a dean of the rural college—the rural campuses would gain more control over programs and budgets.

Briefly noted
• The State of Michigan has begun selling tax-free bonds aimed at families saving for college. The bonds, which will be sold for as little as \$300, are being promoted as an alternative to the state's prepayment program, which has been suspended while officials decide if its continuation is feasible.

• Voters in Campbell County, Wyo., have rejected a proposal to create a new community-college district with authority to levy property taxes. Combining companies opposed the measure, saying the higher taxes would force them to raise their prices.

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If you're looking for a way to make the most of your retirement savings and that of your plan participants, consider performance. A lot of providers of 403(b)(7) retirement plan assets claim it. But few can prove it. Fidelity's assets have grown from \$14.9 billion in 1981 to more than \$155 billion* today.

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To find out more about Fidelity's first class performance and how it can help you, contact our Retirement Services Group at 1-800-343-0860.

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*As of April 30, 1992. For more complete information about Fidelity mutual funds, including fees and expenses, call for free prospectuses. Read them carefully before you invest or send money.

WASHINGTON ALMANAC

CONGRESSIONAL HEADLINES

Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

HOUSE OF REPRESENTATIVES

Technology policy, June 3-4. Hearings on H.R. 3216, the National Technology and Communications Act, which would increase federal funding for the National Science Foundation's academic facilities program and expand apprenticeship and vocational education programs. Committee: House Science, Space, and Technology Subcommittees on Technology and Communications (223) and 225-12.

SENATE

Telecommunications, June 17. Hearings on applications of telecommunications technology for educational purposes. Committee: Senate Commerce, Science, and Transportation Subcommittee on Communications (203) 224-9340.

NEW BILLS IN CONGRESS

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Brunt-narrow research, H.R. 3156 would authorize \$300-million for fiscal 1993 for breast-cancer research at the National Cancer Institute and establish a scholarship pro-

Representative Penny (D-Minn.) and two others.

Veterans' education benefits, H.R. 3097 would, in part, increase education benefits under the Montgomery GI Bill to make veterans who are leaving the military because of reductions in force eligible for benefits. By Representative Montgomery (D-Minn.).

Veterans' training, H.R. 3095 would establish a voucher system to allow veterans to obtain vocational training anywhere in the country and would authorize an increase in funding for training and counseling services. By Representative Montgomery (D-Minn.).

Veterans' training, H.R. 3200 would establish a national youth-research program to train high-school and college students and certify them based upon national standards. By Representative Goodling (R-Pa.) and 11 others.

SENATE

College savings, S. 274, would allow states to permit children of families receiving welfare to save money for college without requiring the families to give up their federal benefits. By Senator Dodd (D-Conn.) and Senator Lieberman (D-Conn.).

Overseas research, S. 273 would establish a program to sponsor scientific research in land-grant universities on overseas scientific firms. By Senator Johnston (D-La.) and five others.

Veterans' education benefits, S. 2675 is the Senate version of H.R. 3097, by Senator Dodd (D-Conn.) and Senator Johnston (R-Wyo.).

Veterans' training, S. 274 is the Senate version of H.R. 3095, by Senator Dodd (R-Kan.) and five others.

Business & Philanthropy

In Tough Times, Some Colleges Find Conservative Management Pays Off

A few private institutions have avoided the cutbacks that have crippled many others

WHILE most of private higher education is struggling with financial difficulties, a few colleges and universities are going against the trend.

They have avoided the layoffs and cutbacks that have crippled many others. They have seen their endowments grow, private giving increase, and enrollments remain steady or even grow.

How are they pulling it off?

Each campus is doing it differently, but a common theme cited by many college officials is conservative management. That, they say, covers everything from how colleges invest their endowments to how much debt they take on to how they add new academic programs and positions.

Many of the colleges that are now doing well avoided the excesses of the 1980's, choosing to grow cautiously and selectively, if at all. When they did add new academic programs, they followed an idea that has gained increasing acceptance: They grew by substitution—building some programs while scaling back others.

A common problem cited by college officials today is the past addition of too many administrative positions, a dilemma many call "administrative bloat." Institutions

that didn't add large numbers of new staff and administrative positions seem better positioned financially, the officials say.

Lynn A. Brooks, vice-president for finance at Connecticut College, says: "Some schools have really increased staff and faculty, and that's what they'll cut first. We don't see that we have that option. We're already very lean."

In some cases, colleges that are now on sound fiscal footing went through a mild retrenchment several years ago. Hard times forced them to develop a strategic plan, and they stuck to it. Often the plan is championed by a president with a strong management style, a situation that has been known to ease some concern among faculty members.

Yet having a coherent plan gives a college discipline—through good times and bad, college officials say.

"By not assuming that the good times today are going to be good times tomorrow, you give yourself a cushion," says Marilyn McCoy, Northwestern University's vice-president for administration and planning. "Now there are certain financial pressures that could come along that could be very severe for us as well, but we can take the slight knocks because of the cushion."

—LIZ MCILLEN AND JULIE L. NICKLIN

Claremont McKenna College Uses a Brain Trust to Manage Growth



Claremont McKenna's Jack L. Stark, who says his institution is better run than many businesses: "You have to hustle."

By LIZ MCILLEN

CLAREMONT, CAL. Some people like to say that the problem with colleges is that they aren't operated like businesses. Not Jack L. Stark. Stark, president of Claremont McKenna College, says his institution is better run than many businesses. Although he may be guilty of a little bias, there is some truth to his statement.

While other colleges are trying to limit growth, Claremont McKenna plans in 1995 to begin increasing its enrollment to 1,000, from 850 today. While other institutions are seeing their investments stagnate, Claremont McKenna earned 17.4 percent on its endowment last year. And while many colleges are struggling to cope with slowed giving, Claremont McKenna is enjoying an increase in private gifts, spurred

on an aggressive program of deferred giving.

Perhaps it's no surprise that an institution known for producing large numbers of corporate executives, entrepreneurs, and lawyers does a good job of managing its own finances.

Claremont McKenna offers a liberal-arts curriculum with an emphasis on political science, government, and economics. Sev-

eral of the institution's most prominent donors make up a financial brain trust. The college's Board of Trustees, guiding the institution's investments and managing its growth.

Investment Tips

Serving as chairman is Robert A. Day, founder of the Trust Company of the West, which manages more than \$20-billion in investments. Mr. Day, a member of the trustees' investment committee, has provided several lucrative investment tips to the college.

Also on the board are Robert Lowe, president of Lowe Enterprises Inc., a real-estate development and management company; and Henry Kravis and George Robson, who founded Kohlberg Kravis Roberts & Company, a firm known for its aggressive strategy of bankrolling buyouts of large corporations.

Says Mr. Stark: "This is a board that brought together a high degree of sophistication in the investment world." After graduating from the college in 1961, Mr. Stark spent three years in the Marine Corps. In 1969 he went to work in the college's alumni office and soon became involved in long-range planning and budgets. Although he doesn't have a B.S., Mr. Stark became the college's president in 1970, when he was 36.

John K. Roth, a philosophy professor who has been at the college for 26 years, calls the president a "superb manager." He has taken this college from a good school and put it on the map," Mr. Roth says. "There's a criticism, it's that Jack tends to manage top down." Even so, Mr. Stark says, faculty members see Mr. Stark as president who is open and accessible.

Specialization Encouraged

As a member of the Claremont Colleges Consortium, Claremont McKenna enjoys a liberal-arts and efficient—management with other institutions. In addition to Claremont McKenna, the consortium includes the Claremont Graduate School and Pitzer, Pomona, and San Diego Colleges.

Each college offers a particular curriculum that complements the others, an arrangement that encourages specialization and avoids duplication. Students often take courses at several of the member colleges. Together, the colleges enroll about 1,000 students and cover about 300 areas.

Because of the economies of scale involved in a consortium, most of the Claremont colleges are prospering despite the recession. Pomona College, a liberal-arts institution, has increased its endowment to \$200-million, from \$45-million, in one decade. Harvey Mudd, which offers a specialized curriculum in engineering, science, and mathematics, expects to raise \$70-million in a capital campaign that opened in January.

Healthy Competition

The colleges share facilities and staff members as well as a healthy spirit of competition, says Frederick M. Weiss, Claremont McKenna's vice-president and treasurer. "You can pick up the phone or walk across the street and find out how they're doing," he says. "You're not the only individual college treasurer within 50 miles."

As a young college—it will celebrate its 50th anniversary in 1996—Claremont McKenna has virtually no deferred maintenance on its buildings. But its youth does put it at something of a disadvantage where fund raising is concerned. Wealthier institutions have built up their endowments thanks to the bequests of well-heeled alumni. The oldest alumni of Claremont McKenna are in their late 60's.

"If you're old enough, maybe you can rely on wills and bequests," Mr. Stark says. "If you're not, you have to hustle."

So the college developed a variety of deferred-giving plans to allow donors to make a gift to the college while still receiving income from their assets. Twenty-five percent of the college's private donations each year are in the form of deferred gifts. The college advertises its deferred-giving programs in several publications, including *The Wall Street Journal* and *Smart Money*. The vast majority who respond to the ads have no connection with the college, says Jon Keates, the vice-president for development. "We're obliged to go outside our alumni group," he says.

Best Fund-Raising Year Ever

Although other colleges are seeing declines in private giving, Claremont McKenna is enjoying its best fund-raising year ever, having netted \$16.7-million by the end of April, well beyond its \$10.5-million goal for the year.

The college's investments are recording similar growth. Mr. Stark likes to cite the fact that the college's figure for endow-

ment-per-student has more than tripled in seven years: to \$175,000 in 1991, from \$54,000 in 1984.

Nearly 80 percent of Claremont McKenna's \$153-million endowment is internally managed, guided by Mr. Stark, Mr. Weiss, and several of the college's trustees. Claremont McKenna has some of its endowment in leveraged buyouts and other risky investments, but it has tended to avoid real estate, which lately has proved to be a drag on institutional investments.

In less than 50 years, Claremont McKenna's endowment has grown to be one of the largest of similarly sized colleges. Mr. Stark chalks that up to a happy confluence of events. "Our strategy paid off. And then there's luck."

Connecticut College's Strategic Plan Helps It Stay Lean and Mean

NEW LONDON, CONN.

Several private colleges and universities in Connecticut have been forced to take measures—some of them drastic—to balance their budgets: Yale University is trying to cut its academic budget by 5 percent. The University of Bridgeport has accepted a \$30-million bailout offer by a group affiliated with the Unitarian Church. And Wesleyan University has begun to look at cost-cutting measures to avoid a deficit.

In sharp contrast to all that, Connecticut College has been enjoying the fruits of frugal management.

The college has not laid off any staff or faculty members, and has no plans to. While other institutions are requiring faculty members to increase their teaching loads, professors at Connecticut have had theirs decreased. The college recently decided to continue its policy of need-blind admissions, a practice that some institutions have found too expensive to maintain. Two new buildings are going up, both financed with a minimum of debt. And for the last 16 years, the college has balanced its budget.

Avoiding Administrative Bloat

Administrators and faculty members chalk up the college's relative well-being to its strategic plan and to an operation they say has always been lean and mean.

Rather than adding programs simply because it could, Connecticut tended to grow carefully and slowly—if at all. Echoing the words of administrators at other colleges, President Claire L. Gaudiani calls that idea "growing by substitution."

"Now it's chic, but we were doing it a number of years ago," says Ms. Gaudiani, who has run the college since 1988.

With the exception of Ms. Gaudiani, a scholar of French literature and a former administrator at the Wharton School at the University of Pennsylvania, many administrators at Connecticut wear two or more hats.

Dorothy B. James is provost of the college and dean of the faculty. Claire K. Matthews serves as dean of admissions and planning, with special responsibility for the coordinating institutional research and the college's strategic plan. Besides keeping track of the college's investments, Lynn A. Brooks, who is vice-president for financial affairs, oversees the dining hall, the bookstore, the print shop, and campus security.



President Claire L. Gaudiani of Connecticut College: "We did not build a powerful, complicated administrative superstructure, so we don't have to undo it."

No sign of administrative bloat here. "All of our administrators do things," says Mr. Brooks, with not a trace of irony in his voice.

Adds Ms. Gaudiani: "We did not build a powerful, complicated, administrative superstructure, so we don't have to undo it. Through the expanding years, we didn't have a proliferation of courses and programs."

Bringing Discipline to the Budget

Mostly that's because the college has been guided by a strategic plan that was started four days after Ms. Gaudiani came to the college, involving 300 people, including faculty and staff members, administrators, trustees, alumni, and students.

The plan plays out a series of goals designed to place the college at the forefront of liberal-arts education. Chief among them are a focus on diversity, ethics, internationalism, and a balance between the liberal arts and sciences.

The plan brought discipline to the college budget, administrators and faculty members say. "When difficulties hit higher education, we were ready," Ms. Matthews says. "We had a system, an architecture, and coherence around a set of decisions."

Although a few programs were eliminated, including a master's-degree program in dance, the college does not expect to cut any undergraduate programs. Ms. James

Continued on Following Page

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As a young college—it will celebrate its 50th anniversary in 1996—Claremont Mc-

Kenna has virtually no deferred maintenance on its buildings. But its youth does put it at something of a disadvantage where fund raising is concerned. Wealthier institutions have built up their endowments thanks to the bequests of well-heeled alumni. The oldest alumni of Claremont McKenna are in their late 60's.

"If you're old enough, maybe you can rely on wills and bequests," Mr. Stark says. "If you're not, you have to hustle." So the college developed a variety of deferred-giving plans to allow donors to make a gift to the college while still receiving income from their assets. Twenty-five per cent of the college's private donations each year are in the form of deferred gifts.

The college advertises its deferred-giving programs in several publications, including *The Wall Street Journal* and *Smart Money*. The vast majority who respond to the ads have no connection with the college, says Jon Keates, the vice-president for development. "We're obliged to go outside our alumni group," he says.

Best Fund-Raising Year Ever

Although other colleges are seeing declines in private giving, Claremont McKenna is enjoying its best fund-raising year ever, having netted \$16.7 million by the end of April, well beyond its \$10.5-million goal for the year.

The college's investments are recording similar growth. Mr. Stark likes to cite the fact that the college's figure for endow-

ment-per-student has more than tripled in seven years: to \$175,000 in 1991. From \$54,000 in 1984.

Nearly 80 per cent of Claremont McKenna's \$153-million endowment is internally managed, guided by Mr. Stark, Mr. Weis, and several of the college's trustees. Claremont McKenna has some of its endowment in leveraged buyouts and other risky investments, but it has tended to avoid real estate, which lately has proved to be a drag on institutional investments.

In less than 50 years, Claremont McKenna's endowment has grown to be one of the largest of similarly sized colleges. Mr. Stark clucks that up to a happy confluence of events. "Our strategy paid off. And then there's luck."

Connecticut College's Strategic Plan Helps It Stay Lean and Mean

NEW LONDON, CONN.

Several private colleges and universities in Connecticut have been forced to take measures—some of them drastic—to balance their budgets: Yale University is trying to cut its academic budget by 5 per cent. The University of Bridgeport has accepted a \$30-million bailout offer by a group affiliated with the Unification Church. And Wesleyan University has begun to look at cost-cutting measures to avoid a deficit.

In sharp contrast to all that, Connecticut College has been enjoying the fruits of frugal management.

The college has not laid off any staff or faculty members, and has no plans to. While other institutions are requiring faculty members to increase their teaching loads, professors at Connecticut have had theirs decreased. The college recently decided to continue its policy of need-blind admissions, a practice that some institutions have found too expensive to maintain. Two new buildings are going up, both financed with a minimum of debt. And for the last 16 years, the college has balanced its budget.

Avoiding Administrative Bloat

Administrators and faculty members chalk up the college's relative well-being to its strategic plan and to an operation they say has always been lean and mean.

Rather than adding programs simply because it could, Connecticut College tends to grow carefully and slowly—if at all. Echoing the words of administrators at other colleges, President Claire L. Gaudiani calls this idea "growing by substitution."

"Now it's chic, but we were doing it a number of years ago," says Ms. Gaudiani, who has run the college since 1988.

With the exception of Ms. Gaudiani, a scholar of French literature and a former administrator at the Wharton School of the University of Pennsylvania, many administrators at Connecticut wear two or more hats.

Dorothy B. James is provost of the college and dean of the faculty. Claire K. Matthews serves as dean of admissions and planning, with special responsibility for the coordinating institutional resources and the college's strategic plan. Besides keeping track of the college's investments, Lynn A. Brooks, who is vice-president for finance, oversees personnel, the dining halls, the bookstore, the print shop, and campus security.



President Claire L. Gaudiani of Connecticut College: "We did not build a powerful, complicated administrative superstructure, so we don't have to undo it."

No sign of administrative bloat here. "All of our administrators do things," says Mr. Brooks, with no trace of irony in his voice.

Adds Ms. Gaudiani: "We did not build a powerful, complicated, administrative superstructure, so we don't have to undo it. Through the expanding years, we didn't have a proliferation of courses and programs."

Bringing Discipline to the Budget

Mostly that's because the college has been guided by a strategic plan that was started four days after Ms. Gaudiani came to the college. Involving 300 people, including faculty and staff members, administrators, trustees, alumni, and students,

the plan lays out a series of goals designed to place the college at the forefront of liberal-arts education. Chief among them are focus on diversity, ethics, internationalism and a balance between the liberal arts and sciences.

The plan brought discipline to the college budget, administrators and faculty members say. "When difficulties hit higher education, we were ready," Ms. Matthews says. "We had a system, an architecture, and coherence around a set of decisions."

Although a few programs were eliminated, including a master's-degree program in dance, the college does not expect to cut any undergraduate programs. Ms. James

Continued on Following Page

Connecticut College Stays Lean and Mean

Continued From Preceding Page
calls the plan a recognition that "we can have anything we want, but not everything."

Faculty members agree that the strategic plan has brought coherence to the college, but some say it may be too much of a good thing.

"We went from a sleepy place to a place where things are managed, and it's done in a way that makes the faculty remote from the process," says a professor who asks not to be identified.

'Uncoupling' Tuition

One result of the plan was that the college decided to "uncouple" tuition and the

overall budget. Many colleges add up their costs and set tuition to cover expenses, a process that has led to ever-larger increases. At Connecticut, Mr. Brooks says, "We set our revenue stream first and then figure out how to do it." Next year's tuition increase will be 5.8 per cent, the lowest in 17 years. Tuition and fees for next year total \$22,900.

Although Connecticut's administration is lean, the college is trying to reduce waste and duplication in a process called FRBSH—"a functional review of every seat in the house." Administrators are trying to figure out what each staff member does and how his or her work contributes to the college. "We're not trying to eliminate po-

stions but reallocate how work is done," Mr. Brooks says.

The college has also closely evaluated its investments. Shortly after Ms. Gaudiani came to the campus, new investment managers were hired, as was a consultant to evaluate the managers.

The college now has 60 per cent of its portfolio in stocks and 40 per cent in bonds, with virtually no money in riskier "non-traditional" investments such as venture capital or real estate. In 1990-91, the endowment had a total rate of return of 38 per cent, well above the 7.2-per-cent average for colleges that year.

"The time is over when faculty and administrators can live in a confrontational environment," Ms. Gaudiani says. "What has hurt institutions is when constituencies slug each other. They go home lessened and angry. Institutions suffer."

—LIZ MCILLEN

Building Up the Endowment

Connecticut's \$50-million endowment is small compared with that of other colleges, and Ms. Gaudiani seems determined to

build it to \$100-million as fast as she can. All unrestricted bequests now go directly into the endowment, and a capital campaign is in the planning stages. When the campaign is announced two years from now, a good portion of its probable \$100-million goal will be designated for the endowment.

As for other institutions dealing with budget problems, Ms. Gaudiani says too many are burdened by a confrontational attitude between faculty members and administrators.

"The time is over when faculty and administrators can live in a confrontational environment," Ms. Gaudiani says. "What has hurt institutions is when constituencies slug each other. They go home lessened and angry. Institutions suffer."

Business & Philanthropy

Discipline-Minded President Credited With Reviving Northwestern

By JULIE L. NICKLIN

The strategy that healed Northwestern University's fiscal ills in the 1980's and now keeps the campus financially healthy is clinical or sophisticated. It's plain vanilla.

That might seem like a strange way for Northwestern's president, who holds a Ph.D. in economics, to describe his budget policy. But while other institutions have experimented with new and sometimes complicated budget methods, Arnold R. Weber says his policy boils down to a few simple, clear-cut rules.

One is on "hard" money—cash from sources such as tuition—than on "soft" money—cash expected from such sources as grants. Use surpluses wisely. Also budgeting for a project, know whether it will be a one-time or recurring cost. Invest the endowment conservatively. And above all, overestimate expenses and underestimate revenue.

These rules have paid off. For the past few years, Northwestern has reported an annual surplus of about \$2-million on a \$100-million budget. In fiscal 1991 the campus's \$14-billion endowment earned a 14-per-cent return, exceeding the national average of 7.2 per cent. At the same time, gifts to the campus increased. Aging buildings are being repaired. And a growing number of students are applying for admission.

"It's a plain-vanilla, conservative policy. There's no single, magic formula," Mr. Weber says. "Ninety per cent of management is paying attention and having a system that works."

At Control

Mr. Weber's dose of conservative management seemed to be just what Northwestern needed when he took over in 1985. In the early 1980's, Northwestern had lost control of its spending, and a budget deficit climbed to nearly \$9-million in 1981. Amortization increases shot up to 17.4 per cent in 1982-83.

Most officials credit the tough-minded Mr. Weber, who received his Ph.D. in economics from the Massachusetts Institute of Technology, with straightening out the university. Throughout his career, Mr. Weber has held government and academic positions, serving as president of the University of Colorado before coming to Northwestern.

Mr. Weber's management style hasn't pleased everyone, and a few professors feel they should have more say in how money is spent. "There obviously isn't 100-per-cent agreement about Dr. Weber's decisions," says Dale T. Mortensen, chairman of the Budget and Finance Committee of the General Faculty Committee. "But there hasn't been any real disgruntlement."

Miss M. G. Carleton, Northwestern's vice-president for student affairs: "With the arrival of Arnold, discipline became the word of the day."

One of Mr. Weber's first moves was to set up a program review that the faculty had requested. Over the past seven years, each of Northwestern's departments has been evaluated for quality, enrollment, and costs.

A few weak programs—speech education and ecology and evolutionary biology, for example—were eliminated. Some with low enrollments—such as the dental school—have been scaled down. Others are being improved or refocused: The university is hiring new professors in an effort



President Arnold R. Weber of Northwestern U. "It's a plain-vanilla, conservative policy. There's no single, magic formula."

to beef up its African-studies program. "We have eliminated units, but we've done it more in the normal course, not because of financial exigencies," says Marilyn McCoy, Northwestern's vice-president for administration and planning. "We grow by substitution. Everything is not an add-on."

Big Increase in Applications

Northwestern's programs are attracting students. Over the past six years, the number of applicants has increased 33 per cent. And since Mr. Weber's arrival, Northwestern has kept its annual tuition in-

creases at an average of about 5 per cent. Tuition for 1992-93 is \$15,075, a 4.9-per-cent increase over 1991-92.

Unlike many large research universities that operate under a decentralized budget, Northwestern centralizes its budget in distribution and decentralizes it in spending, Mr. McCoy says. Tuition and other revenues go straight into one pot. The money is then divided among departments. Each determines how its lump sum will be spent.

So far the revenue flow remains strong. Northwestern's recovery of indirect costs has increased over the past several years

from 44 per cent to about 53 per cent. Although many other institutions are seeing their indirect-cost rate decline, Northwestern's rate hasn't slumped; it was comparatively low to begin with, university officials say.

Strong Return on Investments

And while many institutions reported little or no increase in their endowment earnings in fiscal 1991, Northwestern's endowment drew a 10.4-per-cent return. The annual average was 7.2 per cent, according to this year's annual survey by the National Association of College and University Business Officers.

Northwestern officials try to keep 66 per cent of the university's portfolio in stocks and 34 per cent in fixed-income investments. That conservative policy, they say, accounts for 1991's strong return, even though it was a drop from the 11.7 per cent realized in 1990. Officials plan to keep the "spending rate" at about 5 per cent of the endowment's market value.

Gifts to Northwestern also have increased in the past two years. Total contributions rose 4 per cent, to \$71.9-million, in 1991 from \$68-million in 1990. And officials are optimistic about reaching this year's goal of \$86-million. Although pledges have slowed and corporate gifts have stabilized in the recession, Northwestern is ahead of where it was last year at this time.

Like many other institutions, Northwestern had accumulated a significant amount of deferred maintenance. But the university is in the midst of an aggressive plan to spend \$200-million on repairs and renovations over several years. Officials hope to pay for most of the repairs through gifts and budget surpluses.

Refinancing the Debt

Northwestern has even used the recession to its advantage. With interest rates down, Northwestern refinanced \$35-million of its \$251-million debt at a fixed rate of slightly under 7 per cent. Now \$162.5-million, or nearly 65 per cent of the debt, is financed at a fixed rate. Only \$88.5-million remains at a variable rate.

Ms. McCoy says the amount of debt is "reasonable," given the overall wealth of the institution. Even so, the university has barred assuming any more debt for the time being.

Although the university is financially healthy, campus officials say it isn't immune to the severe economic challenges facing other institutions. But Northwestern officials say they have built the discipline to fight them off.

Livingstone College Erases an Epitaph With a Series of Tough Fiscal Policies

SALISBURY, N.C.
While many higher-education institutions are struggling to make ends meet, Livingstone College is making a financial comeback.

In 1988, several of its trustees thought the historically black college would have to close its doors. Its debt had soared to \$3.6-million, surpassing its endowment. The college was having trouble making its loan payments. It had no organized fund-raising operation. Buildings on the campus were falling apart. Enrollment was slipping. And faculty morale was low.

Four years later, all that has changed. Officials reported a \$1.4-million surplus in the campus's \$10-million operating budget in 1991. Fund raisers have passed the half-way mark in a \$10-million campaign. Buildings are being renovated. Enrollment is increasing. New academic projects are being developed. And positions for new professors are being created.

"Many had written the epitaph for the campus," says Livingstone's president, Bernard W. Franklin. "Now they call us 'The Miracle on Monroe Street.'"

Major Gift Wipes Out Debt

Livingstone officials blame mismanagement for the college's fiscal difficulties in the 1980's. So when Mr. Franklin took over as president in 1989, he instituted some tough fiscal policies. Mr. Franklin came to the college from Virginia Union University, where he served as vice-president for student affairs and later as an assistant to the president.

To bring its finances under control, the college used a major gift to wipe out much of its debt. In 1991 the African Methodist Episcopal Zion Church, which founded the college in 1879, gave Livingstone \$2.5-million. The college owed \$3.6-million to the U.S. Department of Education for loans it had received in the 1960's to construct several buildings. Livingstone was to repay the loan by 2030, but the college couldn't afford the fees and was racking up debt and repayment penalties. With the church's gift, Livingstone was able to pay off the debt early and was rewarded. The Education Department forgave much of the loan, leaving Livingstone with part of the gift to use for other projects. The college also persuaded its bank to let it extend repayment for five years on an additional \$1-million it had borrowed for operations.

College officials also have moved to make the campus more cost-conscious. Professors cannot buy anything without approval from administrators. Students will be dismissed if they don't pay their bills. And several positions were eliminated in a review of departments and services.



President Bernard W. Franklin of Livingstone College: "Many had written the epitaph for the campus. Now they call us 'The Miracle on Monroe Street.'"

"The bottom line is that we're a business," Mr. Franklin says. "If we don't operate as an efficient business, then we won't be in the business of educating students."

Even though most faculty members agree that the changes have put the college on the right financial track, they haven't made everyone happy. "It's been difficult," says Carrie H. Bolton, president of the Faculty Council. "There have been points at which frustrations have been high."

With an endowment of only \$2.2-million, Livingstone depends on gifts, money from the United Negro College Fund, and tuition to make up the bulk of its \$10-million operating budget.

\$10-Million Capital Campaign

Livingstone is concentrating on attracting more gifts. With aggressive fund-raising efforts, gifts to the annual fund grew from \$565,000 in 1990 to \$900,000 in 1991. Livingstone has already collected nearly \$7-million in gifts and pledges to its \$10-million capital campaign. Announced in 1991, the five-year drive seeks to raise money for student scholarships, academic programs, and building repairs.

Although many colleges are trying to limit tuition hikes, Livingstone raised tuition this year by 25 per cent to increase

revenue. The campus had not had significant increases for several years, leaving the college with one of the lowest tuitions in North Carolina.

In academic 1991-92, Livingstone raised tuition to \$2,028 a semester, from \$1,623 in 1990-91. The college plans to increase tuition again next year by an additional 10 per cent, to about \$2,200 a semester.

"When our tuition is at a level where we compete with other colleges like us, then we'll be able to fall back down," says Patricia M. Johnson, Livingstone's business manager.

Livingstone now requires students to pay 75 per cent of a semester's tuition paid no later than five weeks after the semester has begun. Last fall, officials sent home 60 students who didn't pay on time. This spring, no students were let go.

Better-Prepared Students

Despite the relatively steep tuition increases, students still apparently want to come to Livingstone. Applications climbed from 600 in 1990 to 700 in 1991, an increase of 17 per cent. And officials expect 850 students to apply for next academic year. Officials are also accepting more and better-prepared students. Enrollment had dwindled to 538 in 1988, but two years later it was up to 682, a 22-per-

cent increase. The number dipped this year to 615 because of the new tuition-payment policy or because students failed to meet the college's higher academic standards. Livingstone hopes enrollment will reach 700 by 1993.

The financial strength and student increases have allowed the campus to hire 11 new faculty members and create new programs. About \$300,000 from the campaign will establish the Center for Teaching Excellence, which will be attached to the college's teacher-training program. Among other things, the center will let prospective teachers tutor local children. Another new program, the Marketing and Real Estate Management Institute, will be created with \$250,000 from the campaign and will offer business students the opportunity to work in property development.

The look of the campus is improving, too. In just one year, the college spent \$1.2-million to renovate dormitories, replace heating and cooling units, and make other repairs.

Officials who worked at Livingstone before its recent transformation say Mr. Franklin's leadership has made the difference.

"It's had a new burst of energy," says Carolyn Steele Hunter, dean for institutional advancement. "It's a totally new institution."

—JULIE L. NICKLIN

PRIVATE SUPPORT FOR HIGHER EDUCATION

- BOOTH FERRIS FOUNDATION**
30 Broad Street
New York 10004
Faculty. For programs of faculty development. \$100,000 to California Institute of Technology.
- EDSON EDUCATION FOUNDATION**
226 East John W. Carpenter Freeway
Irving, Tex. 75060-2266
Support. For programs of programs. \$2.6-million divided among 52 colleges and universities.
- FIRST NATIONAL BANK IN WISCONSIN CHARITABLE TRUST**
c/o First National Bank in Wisconsin
P.O. Box One
Windsor, Wis. 53090
Alumni. For the alumni association. \$100,000 to U. of Kansas.
- HENRY J. KAISER FAMILY FOUNDATION**
2400 Sand Hill Road
Menlo Park, Cal. 94025
Adm. For the Institute for Health and Science. To study whether a cap on health care. To study whether a cap on health care.
- LESLY ENDOWMENT**
2805 North Main Street
P.O. Box 88008
Indianapolis 46208
Residence. For a study of the beliefs and practices of Catholics in Indiana. \$50,000 over three years to Purdue U.
- TEACHING. For workshops on teaching. \$30,000 over three years to American Academy of Religion.**
- THEODORUS WATSON. For a faculty resource center. \$24,833 over three years to Association of Theological Schools in the United States and Canada.**
- For research on the role of child ecclesiastical or theological schools. \$50,000 over three years to Graduate Theological Union.**
- Urban Affairs. For the Center for Urban Policy and the Environment. \$8.6-million over three years to Indiana U.**
- AMERICAN W. MELLON FOUNDATION**
240 East Broad Street
New York 10025
Support. For programs of faculty and
- curriculum development. \$300,000 over five years to Boston U.**
- MONSANTO FUND**
800 North Lombard Boulevard
St. Louis 63167
Environment. For the center for environmental science and technology. \$500,000 to U. of Missouri at Rolla.
- GIFT REQUESTS**
- College of William and Mary. For the capital campaign. \$2-million from Francis L. and Ous A. Stavros.**
- University of Texas at Arlington. For support of programs. \$1-million from the estate of George L. Bloom.**
- Harvard College. For the new library. \$1.1-million from an anonymous donor.**
- Bl. Lawrence University. For a science library and computing center. \$4-million from Harold and Rita L. Lawrence.**
- University of Alabama. For a professorship. \$200,000 from Harold and Rita L. Lawrence.**
- University of California at Los Angeles. For a professorship in pediatric ophthalmology. \$500,000 from Rossell T. Rosenblatt.**
- University of Connecticut. For research on environmental science and technology. \$500,000 from Monsanto Company.**
- University of North Florida. For a program in free enterprise and social science. \$500,000 from Francis L. and Ous A. Stavros.**
- University of Tennessee at Jefferson. For support of programs. \$1-million from the estate of George L. Bloom.**
- University of Utah. For student development program in the college of law. \$100,000 from Jefferson B. and**
- Wiley W. Warrick College. For support of programs. \$750,000 from Harold and Rita L. Lawrence.**
- For the capital campaign. \$1.5-million from Daniel and Jeanne Davidson.**
- Yale University. For archaeological research in Egypt and for the Egyptology Program. \$1-million from the estate of Marilyn M. Simpson.**

Students

The Medical Curriculum in the Era of AIDS

Students examine legal and ethical issues surrounding treatment and learn how to avoid becoming infected

By DEBRA E. BLUM

CHICAGO
Stacie S. Laff, a third-year student at Rush Medical College, is drawing a sample of human from a patient. The "patient" is really just an artificial arm, and the "blood" in its plastic veins is colored liquid.

But Ms. Laff, who is wearing gloves, a gown, and a surgical mask, performs the task as if she were working with a real patient because her career—and possibly her life—may depend on how well she performs this medical exercise.

For three years, medical students at Rush have been taught how to extract blood from a patient using special procedures to avoid exposure to infectious diseases. Beginning this academic year, in addition to hearing lectures and seeing demonstrations and a video on the subject, Ms. Laff and her classmates also must be certified in the procedures through both written and laboratory exams.

The procedures, known as "Universal Precautions," are based on a set of recom-

mendations for health-care workers compiled by the federal Centers for Disease Control. The precautions are intended to minimize the risk of the transmission of blood-borne diseases from patients to physicians.

Rush decided to require the new certification mainly to deal with the increased prevalence of HIV, which causes AIDS, and heightened concerns over the transmission of the disease from patients to health-care workers.

"There has always been the risk of catching something from patients, like hepatitis," Ms. Laff says. "But it's HIV that everybody's talking about. It's HIV that makes everyone so serious about all these exercises."

Effects Are Widespread

The precautions program is only one example of the manifold ways in which HIV has affected the medical-school curriculum here and at institutions around the country. Many schools require training in prevention, but only a few require the laboratory test.

More than a decade after AIDS was identified, the science and epidemiology of the disease are typically touched on in such courses as microbiology, immunology, and pathophysiology. The ethical and legal

218,303 Cases Reported

On the first day of orientation at Rush, first-year medical students are introduced to several case studies on patients. In recent years, at least one of the patients is infected with HIV or has AIDS.

Dr. Nora says the medical school included a case study that covers the disease to broach the subject early on, and to recognize that a growing number of hospital patients are HIV-infected. Dr. Nora helped develop the precautions-certification program.

AIDS is "a medical condition," Dr. Nora says, "an epidemic that we should choose to address and at the same time have no choice but to address."

According to the Centers for Disease Control, some one million Americans have the virus, including about one in two hundred hospital patients. From 1981 through March of this year, 218,303 cases of AIDS have been reported, and 141,233 people have died of the disease. This year some 40,000 Americans are expected to learn that they are HIV positive.

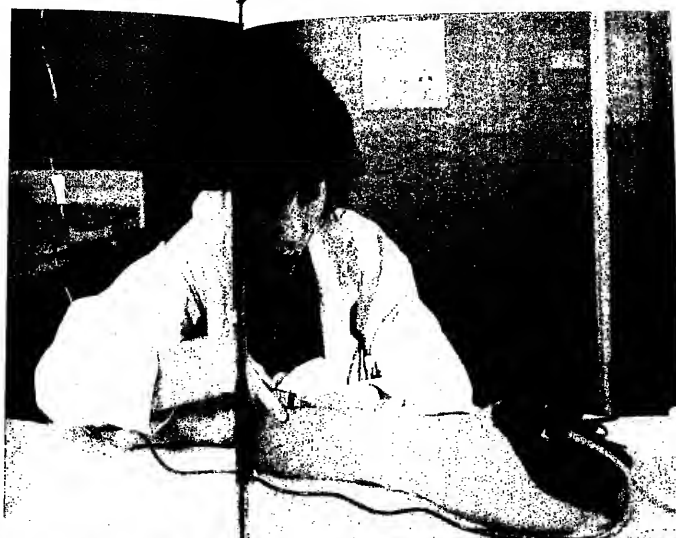
People can live for more than 10 years without knowing they carry the virus. But because there is no cure, everyone who contracts HIV eventually will develop AIDS—the last stage of the viral infection.

With rapid advances in medical science in recent years, many new technologies have been discovered and medical conditions identified. Thus medical-school officials say they are constantly faced with difficult decisions about what their students ought to be taught.

"We aren't deciding whether to stop teaching the anatomy of the arm so that we can fit something new in, but we are always in a process of evolution and of setting priorities about what we should include in the curricula and training," says Larry J. Goodman, Rush's associate dean for medical-student programs. "In most courses, we didn't choose to put HIV in, but it naturally became a part of study. As for the precautions training, that was deliberately added on, because HIV has heightened everyone's awareness about the risk of occupational exposure to pathogens."

HIV, Dr. Goodman and other observers say, has increased the need to focus on a variety of issues in medical education—not just the transmission of disease.

"It has made people mindful of basic



Stacie S. Laff, a third-year student at Rush Medical College, is drawing blood from a patient using special procedures to avoid exposure to infectious diseases.

which occurs when the body can no longer fight a disease or infection—and die.

The risk of contracting HIV after being stuck with a needle that has come into contact with HIV-infected blood is estimated at 0.3 per cent. That is far lower than the 30-per-cent chance of acquiring hepatitis B in the same way. The disease-control centers report that 47 health-care workers have contracted HIV while on the job, while each year about 9,000 health-care workers acquire hepatitis B in the workplace.

Choosing What Should Be Taught

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"It has made people mindful of basic

parts of the curriculum," says Robert F. Jones, assistant vice-president for institutional and faculty-policy studies at the Association of American Medical Colleges. "It reinforces directions of medical education that have wrongly been neglected because they are not particularly glamorous."

He says, for example, that issues of public health and the relationship between patients and physicians have been given more attention since the advent of AIDS. In addition, he says, the disease has given a

"We have HIV-infected patients on every ward of the hospital, and dealing with the implications of the disease on the patient level is where it gets tricky."

new dimension and complexity to traditional issues in medical ethics, such as patient confidentiality, informed consent, and the right to die.

Robert H. Gifford, associate dean for education and student affairs at Yale University, says the basic virology of HIV has been easy to integrate into the curriculum.

"The science of it is an easy fit into the clinical phase of education," he says. "But we have HIV-infected patients on every ward of the hospital, and dealing with the implications of the disease on the patient level is where it gets tricky. We want to prepare our students to understand the treatment, counseling, and ethical aspects of the whole thing."

Back in the training lab at Rush, Ms.

Laff is taking the precautions test. She reads a red, stop-sign-shaped warning on the "patient's" door that alerts anyone entering the room to take certain precautions to guard against contaminating the patient or having the patient contaminate the visitor.

Deliberate and a Bit Nervous

Ms. Laff washes her hands then carefully wraps a surgical mask around her mouth and nose, ties a gown behind her back, and puts on thin rubber gloves.

She enters the room, introducing herself to the "patient," and reads a tourniquet, syringe, needle, gauze pad, Band-Aid, and blood tube for the procedure. Her actions are deliberate, and she seems a bit nervous.

After transferring the drawn blood from the syringe to the blood tube—being careful to keep her fingers away from the point of the needle—she disposes of the needle and syringe in a special puncture-resistant container.

She removes her gloves and gown without touching the exposed areas with ungloved hands, and discards them in a special medical-waste container and laundry bin, respectively. She carries the tube of blood in a test-tube tray and walks out of the room, where she removes and throws away her mask. Once again, she washes her hands.

"It's a shame that it took AIDS to make us aware of the importance of things like proper precautions," says Ms. Laff, who in her white physician's coat is ready to get back to her rounds at the hospital. "We don't need all these precautions all the time, but there is no reason not to be so skilled and confident in them so that we are not distracted from what we really need to be doing—helping the patients."

Universities Offer Disability Insurance to Calm the Fears of Medical Students

To calm medical students' fears of contracting HIV and AIDS, some universities offer insurance to help provide income in students should they become infected during their training.

Yale University last year became the nation's first medical school to offer the insurance. New York and Washington Universities and the University of Michigan are among some 20 institutions that now insure their medical students or plan to provide the coverage by fall, according to Robert F. Jones, assistant vice-president for institutional and faculty-policy studies at the Association of American Medical Colleges. Nearly one-half of the nation's 126 medical schools could have the insurance by next year, he says.

Mr. Jones and other association officials helped craft a plan for medical students with two national insurance carriers. Under the plan, students are automatically eligible for disability insurance; no medical tests or questions are required.

In addition, students can pick up the premiums after they graduate and increase the coverage to protect their increased earning potential—even if they have been infected with HIV or have acquired another disability.

The coverage costs \$50 to \$100 a year for each student and would pay benefits of up to \$2,000 a month. All students at a participating institution must be covered.

"What started this initiative was the AIDS scare," Mr. Jones says. "We looked into finding insurance coverage just for AIDS, but we realized that that would send the wrong message to students about the risks of acquiring the disease and that students needed protection from other diseases and disabling conditions, too."

Medical students are not paid for their work in hospital wards, which they usually do in their third and fourth years, so they traditionally have not been entitled to the benefits that employees receive, including disability insurance and workers' compensation.

Benefits Would Defray Expenses

By their third year in medical school, students have typically accrued tens of thousands of dollars of debt and would be hard-pressed to repay their loans if they were unable to finish school or go into medical practice because of a disability. Disability insurance is not intended to cover the debts, says Mr. Jones of the medical-college association, but it would provide a monthly benefit to help defray general expenses.

Most medical schools require that students have health-insurance coverage

that would help pay for medical services in case of illness.

The Centers for Disease Control has recorded 47 cases in which health-care workers have become infected with HIV while on the job. A spokesman for the centers says the statistics do not show whether any of those cases involved medical students. Medical-school administrators and other observers say they know of no cases in which medical students have acquired HIV while in an academic setting.

In contrast, some 9,000 health-care workers are infected with hepatitis B each year, and about 250 die, according to the disease-control centers. Hepatitis B, unlike HIV, is curable, and people can be immunized against it.

"Important Psychological Factors"

"The actual risk of HIV appears low, but there are important psychological factors involved," says David S. Scotch, associate dean of NYU's medical school, which this year offered disability insurance to its second-year, third-year, and fourth-year students for the first time. "One is that there is a growing number of people with HIV, and another is that AIDS, unlike other diseases, is 100 per cent fatal."

While the AIDS epidemic has the catalyst for NYU's providing the insurance, he says, the plan provides broad-

based coverage for any disabling condition, however acquired. The university spent \$30,000 this academic year on the coverage for 435 students, he says, adding that the insurance was paid for out of the institution's operating budget.

Yale passed the cost of the disability insurance on to its students through tuition increases, and some other medical schools plan to do the same.

Still other institutions are struggling to find ways to provide the coverage. James C. Guckian, a spokesman for the University of Texas System, says his institution simply cannot afford to buy insurance for its more than 9,000 health-profession students. The system, he says, is prohibited by state law from requiring students to pay for insurance as a condition of enrollment. Since insurers who offer disability coverage to medical students require 100-per-cent participation at each institution, the Texas system "is stuck between a rock and a hard place," says Dr. Guckian.

"There is a lot of anxiety out there on the part of students and those of us who feel we have a responsibility to those students," he says. "We want to be able to offer disability insurance so that we can all feel better."

—DEBRA E. BLUM

ATHLETICS NOTES

- Board offers plan to bail out Oregon's athletics departments
- Budget cuts force U. of Cal. at Irvine to drop 3 men's teams
- Nevada will examine circumstances of Tarkanian's departure

Oregon's three public universities will, for the first time, be permitted to use institutional funds for athletics under a proposal adopted by the state system's board last month.

The State Board of Higher Education approved all but one of a special panel's proposals for dealing with huge sports deficits accumulated in recent years by Oregon State and Portland State Universities and the University of Oregon.

The board rejected a recommendation that would have forgiven the \$6.3-million operating deficit that the three programs now carry.

Toward its goal that the institutions not incur any new deficits through 1995, the board voted to:

- Impose a surcharge averaging one dollar on all tickets sold to the three universities' sports events.
- Require the institutions to reduce sports expenditures by 2 percent each year through 1995.

■ Encourage the universities to improve their fund-raising efforts for athletics.

■ Require institutions to continue paying interest on the accumulated deficits, but relieve them of having to make payments on the principal through 1995.

■ Allow the universities to use institutional money for non-revenue sports if the other efforts do not succeed in reducing the deficit.

While the board portrayed the

use of institutional money only as a last resort, the universities' sports officials said the money would be essential to sustain their programs.

Dutch Baughman, athletics director at Oregon State University, said the 2-per-cent budget cuts would be tough to swallow, especially because cost-of-living and tuition increases, which affect staff salaries and the value of athletic scholarships, respectively, will probably exceed 2 percent.

"Basically they've told us to do more of what we're doing, cut 2 percent, and there's no relief from the deficit, which isn't much of a help," Mr. Baughman said. "But if this opens the door for general funds, I see a bright light."

The board's decision to approve the use of institutional funds came

over the objections of Oregon's statewide faculty group, which said that state money should not be spent on athletics when so many academic needs were going unmet.

The University of California at Irvine dropped three sports teams last week, citing cuts in the state and the University of California system. This is the second straight year that financial woes have forced budget cuts in Irvine athletics. Last year the university dropped support for five sports, requiring them to pay for themselves.

All three of the teams that will be eliminated after next month are for men—baseball, track and field, and cross-country—reflecting the university's concerns about gender equity. Those cuts, along with the addition of women's crew next fall, will leave Irvine with eight teams for men, eight for women, and one co-educational team, sailing.

The university said the sports program had a \$319,000 deficit this year, and faced a 10-per-cent cut next year for all Irvine programs that do not grant degrees.

Tom Ford, the athletics director, said Irvine also would make "significant cuts in administrative expenses and operating costs."

A committee of the Nevada legislature voted last week to begin a wide-ranging investigation of the University of Nevada at Las Vegas and the circumstances surrounding the departure of Jerry Tarkanian, its former men's basketball coach. The legislative Commission, which is charged with carrying out the business of the Nevada legislature between sessions, voted 7 to 3 with two abstentions to start an inquiry next month. The two lawmakers who abstained are professors at the university.

The commission appointed a panel of six legislators to conduct the review, which is expected to cover the events surrounding Mr. Tarkanian's forced resignation in March, charges of ticket scalping, the relationship between the university and the UNLV foundation, its private fund-raising arm, and "anything else anyone wants to bring to the table," said John Vergies, the panel's chairman.

The panel said it would not use any state money for the inquiry.

Mr. Tarkanian's backers have in recent months exhorted lawmakers and others to review the way the university investigated charges of wrongdoing in the basketball program.

Briefly Noted

■ Willie Jeffries, the football coach at South Carolina State College will resign his duties as athletics director next month, the university announced one day after it forfeited its league track-and-field title because of rules violations.

■ Wimp Sanderson, the University of Alabama's men's basketball coach, has quit after 12 years amid charges that he hit his secretary. Mr. Sanderson's long-time assistant filed a sex-discrimination complaint this month against the coach with the U.S. Equal Employment Opportunity Commission.

Athletics

Dispatch Case

Up to 20 Australian universities are involved in a plan to set up an office in Washington by July to encourage greater contact with U.S. institutions and persuade more students from North America to study in that country.

The office also will assist in setting up partnerships and cooperative research projects with institutions in the United States and Canada. It will work to promote the development of Australian-studies courses at U.S. higher-education institutions.

Two of the biggest universities in Australia already have signed an agreement to establish the office, and at least eight others are strongly interested in joining the group. The move is being supported by Australia's ambassador in Washington, Michael Cook, who is expected to provide office space at the embassy for the project.

During his visit to Australia last year, President Bush called for increased contacts between American and Australian education institutions. U.S. Secretary of Education Lamar Alexander went to Australia last month for talks with university officials.

The new office will work first to increase the number of American students in Australia from 1,200 a year to 3,000 within three years. An estimated 80,000 American undergraduates go abroad annually for a semester or more of study.

According to Australian education officials, over the past two years American universities have expressed growing interest in Australian studies and study-abroad programs in Australia.

France's education establishment was rocked last month when two teaching unions were ousted from the National Education Federation, an umbrella teaching confederation that is the country's largest association of civil servants.

The executive council of the federation—known as FEEN, for its initials in French—decided to oust the National Union of Secondary Education, representing 72,600 members, and the National Union of Physical Education, with 9,000 members. Both unions were close to the Communist Party, and they were expelled on the grounds that they "constantly violated the ground rules of the FEEN and refused to agree to end their divisive behavior."

The National Higher Education Union, representing university professors, has joined the two ousted groups in asking the courts to overturn the federation's action.

The case will be heard June 24. With a membership of 350,000 in 48 separate unions, the FEEN is the largest organization representing teachers in France and has always had an important role to nationwide negotiations. Some observers here say the ouster of the two unions could eventually result in the federation's disintegration.

International



Mervin Marashik (center rear), head of physics at the U. of Minnesota, with Russian physicists who have joined the department (from left): Mikhail Voloshin, Arkady Vainshtain, Leonid Glazman, Boris Shklovskii, and Mikhail Shifman.

U.S. Universities Lure Many Renowned Physicists and Mathematicians From Former Soviet Union

Continued From Page A1

"has the potential for the biggest shakeup since World War II."

"In physics, there's been a tendency for the good places to get better and the not-so-good places to have a hard time, basically because of money," he adds. "This Russian emigration is not going to make the good places bad and the bad places good overnight. But it's going to shake things up a little, because it's a wild card in the deck."

The rush to exploit this previously untapped source of talent has not been without problems. It has raised questions about whether U.S. universities are exacerbating the brain drain of scholars from Russia for their own gain. And it has created tensions in some university departments that are unable to find faculty positions for American postdoctorates but are willing to offer large salaries and endowed professorships to senior Russian scholars.

Some Russian scientists, such as Rosalind Z. Sagdeev, a professor of physics at the University of Maryland at College Park who headed the Soviet Institute for Space Research from 1973 to 1988, dismiss suggestions that the emigration of scholars to other countries could significantly harm science in the former Soviet Union.

Threat of 'Internal Brain Drain'

The greater threat, he says, is posed by the "internal brain drain," the thousands of talented researchers who are leaving science for better-paying careers in Russia. Because Russia is now incapable of adequately supporting its scientists, they are encouraged to take opportunities elsewhere, where they can remain in

science and then return when the economy improves, Mr. Sagdeev says.

Others doubt that a significant number of those who leave Russia will ever return. What's more, the very absence of those senior scientists, they warn, may prevent an economic recovery and hinder efforts to rebuild science in Russia.

In a recent speech at Georgetown University, Boris Yeltsin, Russia's Minister

"It wasn't a problem of money."

It was a problem of danger and stability. It would be difficult to go back after having this high quality of life here. I know my children will not go back."

for Science, Higher Education, and Technology Policy, said he originally believed that the declining support for science in his country would eliminate unproductive scientists and institutions from the system. "But what we are finding is that the opposite is true," he said. The most talented scientists have left, he complained, while "the dead wood" has remained.

All of that weighs heavily on scholars from the former Soviet Union who have accepted lucrative positions at American universities, but wonder how their absence will affect their colleagues and the institutions they left behind.

Some, like Mikhail B. Voloshin, associate director for particle physics at the Minnesota Institute, admit they feel guilty

about leaving and say they hope to return soon.

"If there was any sense in it, I would go back in June," says Mr. Voloshin, who retains a position at the Institute of Theoretical and Experimental Physics in Moscow.

Other émigrés, particularly those who endured anti-Semitism in Russia, feel differently.

"At this moment, it's not a situation I could live in," says Boris Shklovskii, associate director for condensed-matter physics at the Minnesota Institute and a former professor at St. Petersburg University. "It wasn't a problem of money. It was a problem of danger and stability. It would be difficult to go back after having this high quality of life here. I know my children will not go back."

Says Mr. Voloshin: "It is a very personal decision. I know very many people whom I respect who just came and said, 'That's it, I am staying here.' Even for people who come with the intention of going back, the longer they stay, the harder it is to do, because they put down roots."

Monthly Pay Would Be \$15

Mr. Voloshin admits there would be few rewards for him to return now. If he left Minnesota, his monthly pay at the Moscow institute would be 1,500 rubles, or \$15, about half the salary of a janitor there, and far short of what is needed to support his family of four. Two summers ago when he worked at the Moscow Institute, Mr. Voloshin says his salary could pay only half of the family's food bill.

At the Minnesota Institute, however, his

Continued on Following Page

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AN EVEN MORE USEFUL EDITION OF EVENTS IN ACADEME

You'll want to save this extraordinarily useful compendium of meetings, conferences, seminars, and other noteworthy events in higher education this coming fall and winter. It will feature listings by subject, sponsoring organizations, and dates, with names, addresses, and phone numbers of the people to call upon for detailed information and application forms.

Be sure to reserve advertising space.

To call extra attention to the events you sponsor, you're invited to insert an advertisement in this special section of *The Chronicle*. Deadline for space reservations and materials: Friday, July 17. Phone our Display Advertising Department today: (202) 466-1080; ask for Gina Hill.

Listings in the reference columns of this special supplement are free, but publication of meeting announcements is at the discretion of the editors.

The Chronicle of Higher Education
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Gazette

Continued From Previous Page
Bonnie Dalton, secretary of California's State and Consumer Services Agency, is director of the school of commerce at U. of Virginia.

Russell T. Hagan, acting general counsel at U. of Wisconsin, is vice-president and general counsel.

Laura B. Harris, director of student activities at St. Olaf College, is vice-dean of students at Macalester College.

Jan Hansen, professor of economics at U. of Wisconsin at Eau Claire, is vice-director of the center for economic education.

Jerry Johnson, director of the center for economic education at U. of Wisconsin at Eau Claire, has been elected president of National Council on Community Services and Continuing Education.

Richard H. Karsa, dean of administrative services at Sonoma State U., is vice-president for academic affairs at Western State College (Colo.).

Richard Lovelace, associate director of annual support at Colgate U., is executive secretary of the university's Alumni Corporation Board of Directors and director of alumni affairs.

William J. Lundberg, chair and professor of marketing at Old Dominion U., is dean of the college of business administration at Cleveland State U.

Tom L. Macdonald, acting dean of the college of technology at Boise State U., is dean.

Ray H. Maki, director of the Microelectronics Research Center at U. of Idaho, is professor of electrical and computer engineering and director of the Microelectronics Research Center at U. of New Mexico.

John N. Mangrove, provost and vice-chancellor for academic and student affairs at U. of New Orleans, is president of Arkansas State U., effective July 13.

Gordon A. Martin, provost at Santa Clara U., is president, effective in August, of California State U. at San Francisco.

J. B. Metcalf, deputy director of Australian Road Research Board, is associate director of the Institute of Recyclable Materials and professor of engineering at Louisiana State U.

Norville Millett, assistant vice-president at U. of Washington, is vice-president for university relations at U. of North Carolina.

The Rev. Dr. Robert M. Morris, associate professor of pastoral theology and director of Ministries in Church and Society at Howard U., is vice-president for academic affairs and academic dean at Interdenominational Theological Center.

Mary O'Connell, associate dean of undergraduate studies at Brooklyn College of City U. of New York, is dean of undergraduate studies at Babson College.

Lynda Peck, professor of history at U. of Rochester, is professor of history at U. of Rochester.

Malcolm E. Pellerin, consultant in Maine, is director of Upward Bound at Bowdoin College.

John A. Rotherham, former chancellor of North Dakota U. System, is vice-chancellor for academic affairs at U. and Community College System of Nevada.

Marie Noble Robinson, interim vice-chancellor for student affairs at U. of Illinois at Chicago, is vice-chancellor.

Julia Sanford, assistant vice-president for research and director of the Office for Sponsored Programs at U. of Texas at El Paso, is associate vice-president for research and graduate studies.

Key Scharfman, provost at Clarkson College, is provost and vice-chancellor for academic affairs at U. of Wisconsin at Whitewater.

Bernice Schneider, Jr., president of Yale U., has announced his resignation as president of the University of Wisconsin at Stevens Point.

Bugene K. Schuler, Jr., director of the Foundation of State U. of New York, is executive director of technology at State U. of New York at Albany.

Shirley B. Shuman, acting executive officer of the McKeesport campus of Pennsylvania State U., is executive officer of the university's Payette campus.

Bill R. Spencer, president of Kansas City Community College, has announced his resignation, effective June 1.

May Clark Stutz, associate vice-president and professor of history at La Sierra College, is president of College of Mount Saint Vincent, effective August 1.

Paul K. Supan, vice-provost of U. of Michigan, is dean of the school of business administration.

Isiah N. Warner, professor of analytical chemistry at Emory U., is professor of air quality and environmental analysis at chemistry at Louisiana State U.

Rabbi Robert Weiser, vice-president of administration at U. of Judaism, is rabbi of the synagogue at U. of Michigan.

David Whitely, counselor at Lincoln Memorial U., is director of housing and residence life.

Blanca J. Wilson, chancellor of U. of Michigan at Dearborn, is president of California State U. at Northridge.

IN THE ASSOCIATIONS
Debra Smith O'Brien, provost at Pennsylvania State U., has been elected president of National Council on Community Services and Continuing Education.

Samuel Kellum, associate professor of textiles and clothing and associate dean for curricular and student affairs in the College of Agricultural and Environmental Sciences at U. of California at Davis, has been elected president of International Textile and Apparel Association.

Janlyn A. Lagomastro, professor and chair of communications sciences and director of professor of otolaryngology and head and neck surgery and neurology at Northwestern U., has been named president-elect of American Speech-Language-Hearing Association.

BRILLIANT
Brian Anderson, former director of production for science research and education at Research Corporation, is vice-president of U. of San Francisco.

Lawrence A. Warner, professor of communication arts at U. of San Francisco, has been named editor of *Journal of Sport and Social Issues*.

Deaths
Edward J. Allingham, Jr., director of the graduate program in health and hospital administration at Xavier U. (Ohio), May 11 in Cleveland.

Joseph F. Haskin, 81, former track coach at New York U., May 16 in New York, N.Y.

Joe Santolucito, 58, former dean of the Gulf Coast campus of U. of Southern Mississippi, May 19 in Long Beach, Calif.

Alfred M. Lash, 85, professor emeritus of sociology at Brock College and Graduate Center of City U. of New York, May 19 in Madison, N.J.

Dorothy E. Lee, 78, professor emerita of business at Virginia Commonwealth U., May 15 in Richmond, Va.

Richard L. Little, 58, associate professor of education at Southern Illinois U. at Carbondale, May 15 in Carbondale, Ill.

Willard Rhodes, 91, professor emeritus of music at Columbia U., May 15 in Sun City, Ariz.

Coming Events
A symbol (*) marks items that have not appeared in previous issues of *The Chronicle*.

100-120 Adult students, "100 Years... to Better Serve Adult Students," in the College Board, Marriott Bust Side Hotel, New York, (212) 713-8101.

100-120 Computers, international conference on intelligent tutoring systems, Association for Computing Machinery, Claude Fraxson, Montreal, Canada, (514) 343-7019.

100-120 Fund raising, "The Fund Raising School: International Skills for Fund Raising," Indiana University, Indianapolis, (317) 477-6029.

100-120 Information, "Information Studies Across the Land," regional conference, Conference Board, Fairmont Hotel, San Francisco, (415) 779-0900.

100-120 High education, Seminar for new deans, Council of Colleges of Arts and Sciences, College of William and Mary, Williamsburg, Va., (800) 292-1822.

100-120 Freshman-year experiences, "Freshman-Seminar: Improving Training," Massachusetts Association of Colleges, Worcester, Mass., (617) 777-6029.

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Point of View

By Bryan Barnett

MORE THAN 30 YEARS AGO, in his well-known essay "The Two Cultures," the British scientist and novelist C. P. Snow first called public attention to the fact that modern learning was in the process of dividing into two separate realms, one centered on the sciences, the other on the arts and humanities. A flood of concern followed, but not enough to arrest the trend that by now has divided the modern university into two distinct parts. The parts not only have different cultures, but frequently also different administrations, budgets, sources of financial support, academic standards, and sometimes even campuses.

Although the future still is somewhat murky, tentative but unmistakable signs indicate that the university has begun the process of dividing again, this time into one part devoted to undergraduate education and another to full-time research. It is too soon to know what form this division finally might take, but it is not too soon to conclude that it ultimately will occur or to speculate on its causes and consequences.

The most obvious sign of this division is the increasing amount of teaching done by non-tenure-track instructors, either graduate students or semi-permanent visiting lecturers. A still more telling sign is the emergence of independent programs within the university whose main mission is instruction. The most noteworthy examples are the writing programs, now distinct from English departments, which are staffed by permanent non-tenure-track instructors whose only responsibility is teaching. Many institutions are developing programs of remedial instruction that operate on the same basis.

But the most telling signs of division are recent proposals for "teaching tracks" for tenure (at the University of Colorado, for example) or the creation of a separate undergraduate teaching college within the university (proposed by faculty members at the University of Michigan). None of these proposals has yet been enacted, but they are not dismissed as inconceivable the way they would have been just a few years ago.

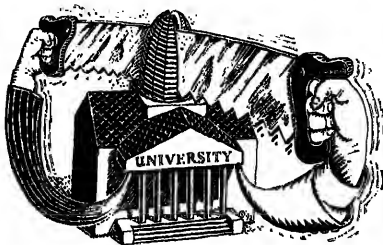
While these developments are suggestive in themselves, other reasons exist for thinking that they foreshadow a larger shift toward two separate institutions of research and teaching. Such a separation will probably emerge because, several generations of official rhetoric notwithstanding, the present requirements for high-quality undergraduate education ultimately are incompatible with the sort of research programs now required to secure tenure, promotion, external support, and scholarly reputation and status.

Our rapidly changing technological society will require greater knowledge and competence among young people at the very moment when persistent deficiencies in primary and secondary education mean that many undergraduates arrive on campus less prepared than ever before. The challenges of undergraduate teaching thus are growing. Meeting students' needs will require not only a commitment to developing better curricula and teaching strategies, but also, as a Harvard University survey on effective teaching suggested several years ago, the willingness to spend significantly more time with students. Such a commitment of time is irreconcilable with the demands of research today, and, more important, is not valued in the professional culture of research-oriented faculty members.

One cannot produce the quality or quantity of research needed to establish a significant reputation among peers as a part-time pursuit. So the research demands on individual faculty members will never leave enough time or energy for them to meet the need for devoted teaching and curriculum development.

Conceding the tilt toward research at universities, some faculty members have suggested that it was in-

Teaching and Research Are Inescapably Incompatible



ROBERT WHITE FOR THE CHRONICLE

posed by administrators seeking to enhance the prestige of their institutions. Those faculty members now assert that a harmonious balance once existed between teaching and research, a balance that administrators could restore. But this supposition is questionable.

The research culture was not imposed by administrators. They have supported it, because they have bought into the value system that attaches prestige mainly to research reputations and the amount of grant money received. But it is the faculties that spawned the research culture and maintain it through hiring and tenure practices that they control. Therefore it is wrong to suppose that the division now emerging in academe will be avoided if central administrations decide that teaching deserves more attention from faculty members than it has been receiving.

The notion that research enhances teaching, a staple argument of those who defend the *status quo*, is not a compelling justification for the unprofitable marriage that now exists. While the exposure to new knowledge and the thoughtful reflection that accompany research can do much to enliven a teacher, the fact remains that the skills and abilities essential to prolific publication have little to do with good teaching. Good teachers can retain their intellectual vitality without publishing (or at least without publishing much), but professional success as a scholar/researcher depends on substantial publication.

Further, research-based reputations most often are built by intensive work in a very narrow specialty. However, the needs of undergraduates are for introductory-level work, broad exposure to several disciplines, and integrated knowledge. Few undergraduates are ever going to have any extended use for the cutting-edge knowledge of narrow research fields. Their need is principally for more basic knowledge that will be useful in a variety of fields and contexts. This is not the kind of knowledge contained in the average research article, which is why a life spent writing such articles is not a particularly good foundation for excellent teaching.

None of this is to say that research is not valuable. But the inescapable incompatibility of the demands of research and teaching, tacitly conceded in the emerging practices and proposals that I mentioned above, suggests that the overall mission of the university might ultimately be better served by the open and conspicuous separation of the two.

Taken to its logical conclusion—to almost the exact place where science and the humanities now stand with respect to one another—the division of the university into separate research and teaching sectors will mean separate administrations, budgets, and faculties. These

might be established within each school or department. Another possibility would be a literal division of the university as a whole into an undergraduate college loosely associated with a collection of research institutes. The members of those institutes might continue to provide instructional services to the colleges in the form of lecture programs, but they would have no responsibility for testing or grading students' work.

Although the idea doubtless will attract many faculty members and administrators, such a division should not be unwearying. Most significantly, it would bring into the open the competition for institutional resources and support that always has existed between teaching and research, despite official rhetoric to the contrary. Each of these activities would have to justify itself independently of the other.

Research that produces nothing of evident value would no longer be able to get a free ride on the public's need to finance undergraduate education. Research would have to prove its worth apart from any contribution that it purportedly makes to teaching; it could be paid for out of teaching budgets only to the extent that it contributes to specific educational goals that have been independently determined. This might include research focused on new teaching strategies or the development of instructional technology.

AT THE SAME TIME, the separation of teaching and research would free curricula from the bondage to research interests that is most clearly evident in specialized and esoteric course titles like "The Seduced Maiden Maelf in German Literature" (a real course, German 454). Clo to the course catalogue of any department in any major university and try to divine what it is that faculty members think their students should know. The unmistakable message of the mélange of course topics is that the faculty finds interesting enough to study. This is hardly the best approach to determining the content of undergraduate education.

Freed from dependence on the research interests of faculty members, curricula could be developed and arranged principally with the needs of students in mind. This change would place great and much-needed pressure on teaching faculties to formulate a coherent and independent vision of what it is the well-educated undergraduate ought to know and—more importantly—to know how to do.

A genuinely independent reassessment of the undergraduate curriculum is desperately needed now at many institutions. But this can be accomplished only if teaching resources are not tied to a pre-existing research agenda determined by considerations, such as the availability of grant money, that are extraneous to students' needs.

The thought of such a transformation of the university is sure to be unsettling. But the actual transformation, if present trends are indicative, will be much less painful than contemplating it in advance. Indeed, it is more likely to occur and more certain to be enduring precisely because it will not issue from a rationalist blueprint, but will instead emerge slowly and unnoticed in a thousand small accommodations to changing needs and circumstances. As it has already begun to do, the change will overtake most of us before we are even aware of it. But we can make the most of the future by attending carefully to the changes now under way and recognizing what they mean for the university as a living, evolving institution.

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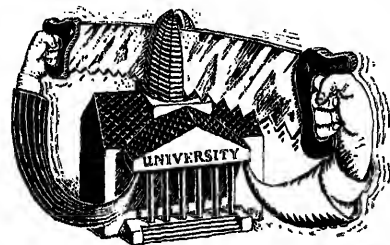
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